



# THE BUSINESS EDUCATION WORLD

VOL. XVIII

MAY, 1938

NO. 9

## Golden Jubilee of Gregg Shorthand

F. ADDINGTON SYMONDS

So many of the circumstances attending the origin of great careers may be attributed to chance that one wonders whether there is not some law governing the haphazard—some providential purpose behind these frequent instances of trivial coincidences without which So-and-So would never have become famous or such-and-such a discovery or invention would not have been made.

The origin of Gregg Shorthand offers no exception to this rule. The sequence of chance events leading to its invention is remarkable. The first happened when a friend of the Gregg family accompanied them to church one Sunday with the intention of taking down the sermon in shorthand. On that particular Sunday, a young clergyman was preaching a sermon that was not his own. When he discovered that his words were being recorded, he followed the shorthand writer from the church, confessed that he had "borrowed" the sermon from some great preacher, and begged the reporter not to publish it.

This incident made such an impression on Mr. Gregg that he insisted that all his children learn shorthand. Two of these children, brilliant scholars in other directions, failed in this particular study. John, the youngest child, a failure in other studies because of defective hearing caused by a box over the ear given him by a schoolmaster, was brilliantly successful in shorthand. He not only mastered the study of several existing systems but went one better by publishing his own system at the youthful age of twenty.

On his own confession, John's study of shorthand was based on the conscious determination to succeed where his more clever brothers and sister had failed. As he himself put it, "They had succeeded in everything else and failed only in that. I had failed in everything else and I was going to succeed with shorthand. It was my last chance."

It was this decision, made as a gesture of defiance to Fate, that determined the birth of what was destined to become the most widely used system of shorthand in the world.

As is now common knowledge, Gregg Shorthand was first published by John Robert Gregg in Liverpool in 1888, in the form of two paper-covered pamphlets entitled "Light-Line Phonography." Five hundred copies were printed in the summer of that year.

The going at first was extremely difficult. Dr. Gregg's first student in the system at his little school at 62 Dale Street, Liverpool, was a young man named Fred. H. Spragg, whom he taught from separate sheet lessons and who eventually wrote the system at 200 words a minute.

After teaching the system for five years at Liverpool and Manchester, the author came to the United States to protect his copyright by publishing a revised and greatly improved edition under the title of "Gregg's Shorthand." This was in August, 1893, which, as it happened, was a most unfortunate time for starting new ventures. It was the year of a disastrous financial panic and Dr. Gregg arrived in Boston at a time when half the typewriters



The executive committee of the Eastern Commercial Teachers Association at a dinner given by Doctor and Mrs. Gregg at the Bellevue-Stratford Hotel, Philadelphia, on the eve of the forty-first annual convention of the Association.

in the city were covered and the stenographers were out of employment. Two years elapsed before any appreciable progress was made.

Meanwhile, the author was conducting a shorthand class at the Boys' Institute of Industry in Boston. This Institute consisted of two or three small shops, which had been made over into a kind of refuge for newsboys and others. Its aim was to take the boys off the streets in the evenings and to give them something useful to do. The boys were free to select their own studies. They could take woodcraft, carpentry, shorthand, typewriting—anything they liked—and there was no provision for maintaining discipline. When a boy did not like a study, he walked out of the class and took up something else in another class.

In those days, money for new ventures was scarce. Dr. Gregg himself relates that he and a friend, discussing the possibility of a Christmas dinner, discovered that their joint capital amounted to no more than \$1.30. Even so, with enthusiasm undaunted, Dr. Gregg and his friend drew an imaginary picture of the United States covered with schools teaching Gregg Shorthand, pledged each other's health, and vowed to continue their advocacy of the shorthand system in which they believed heart and soul. Then, having given their last ten cents as a tip to the waiter, they trudged home through the snow.

Two years later—in December, 1895—John Robert Gregg went to Chicago and with a capital of \$75 started a school in that city. In another two years, such progress had been made that it was possible to publish the system in book form for the first time.

By 1900, the new system began its sweep of the country. From that time on, it was impossible to stem the flood of popularity that carried the system along. Gregg writers have six times won the world's shorthand championship for both high speed and accuracy.

Many honors have been bestowed upon Gregg Shorthand and its author: in 1915, the Medal of Honor at the Panama-Pacific International Exposition, the highest award ever granted to any system of shorthand at an exhibition; the Medal of Honor at the Sesqui-Centennial Exposition at Philadelphia in 1926; and the Grand Prix at the International Shorthand Congress held in Brussels in 1927. In 1929, Bryant College, Providence, Rhode Island, conferred the honorary degree of Master of Commercial Science upon Dr. Gregg. The following year, Boston University conferred upon him the honorary degree of Doctor of Commercial Science.

Twenty-five years ago, addressing the large group in attendance at the Silver Jubilee of Gregg Shorthand at Chicago, Dr. Gregg closed his address with the statement:

"I believe that in years to come the peo-

ple of all lands, looking back on this occasion, will note the birth of a movement for a system of writing in all languages that expresses the evolution of the art of writing in its highest form, whatever that ultimate form may be."

This belief, expressed by Dr. Gregg twenty-five years ago, has already taken shape. A clearer understanding of shorthand as an art now exists throughout the world and its widespread use has revived and re-created an intense enthusiasm for the practice of shorthand as a personal accomplishment.

In a world in which the predominant tendencies are specialization and speed, it is scarcely an exaggeration to affirm that the time, if not actually in sight, will come when the written word will be expressed in a universal system of shorthand. If and when that time comes, the value of the contribution of Gregg Shorthand to the evolution of the art of writing will be realized in all its significance.

## Golden Jubilee to Be Celebrated in June

THE Golden Jubilee of Gregg Shorthand will be celebrated under the auspices of the National Gregg Association at its conference in London at Whitsuntide—June 3-7—to be held at the Great Central Hotel, Marylebone, W.

A program befitting this occasion, an event of major importance in the history of shorthand and of commercial education in general, is now in active preparation.

Gregg teachers, writers, and students will wish to make a note of the date—June 3-7—and to make plans to attend this inspiring jubilee and to meet Dr. Gregg in person at the celebration.

In addition to the London celebration, many Gregg Shorthand teacher associations in the United States and Canada are planning to celebrate this occasion in their own cities. Those organizations that wish historical data regarding Gregg Shorthand and suggestions as to appropriate display material should write to A. A. Bowle, 270 Madison Avenue, New York City. The desired material will be supplied free of charge.

**D**R. RICHARD D. ALLEN, of Providence, Rhode Island, has been appointed to serve the Office of Education as Expert Consultant in Guidance, according to an announcement by Secretary of the Interior Harold L. Ickes.

Dr. Allen is assistant superintendent of schools in Providence, and one of the nation's pioneers and outstanding leaders in guidance for vocations. He will have his headquarters in Providence.

Commenting on the appointment of Dr. Allen and the need for an occupational-information and guidance service for vocational education which Dr. Allen will help to organize, John W. Studebaker, Commissioner of Education, said:

Not only must the Office of Education administer vocational-education funds for the promotion of vocational education. The Office should extend its service to those functions necessary to make the national program of vocational education more effective. To this end, because of the difficulties which the individual faces in choosing his vocation and in adjusting himself to changing economic and social conditions, it becomes necessary to provide an organization as a part of every education program that will study occupations and training possibilities and needs, employment demands, opportunities for advancement or transfer to positions which offer greater satisfaction in work. And we must not forget that the problem of employment concerns girls and women as well as boys and men. This phase of the problem must not be neglected.

Dr. Allen's services will be of the utmost value in helping to organize an efficient occupational information and guidance service for vocational education in the Office of Education.

## S.B.E.A. Directory Now Off the Press

THE Directory of the Southern Business Education Association for 1937-38 has just come off the press. Probably unique among commercial association publications, it lists the names and school addresses of all the officers and members of the organization.

The states whose commercial teachers are eligible to membership are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

Copies of the Directory may be obtained without charge from the secretary of the Association, Clyde W. Humphrey, University of Tennessee, Knoxville.

# The Business Field Trip In the Secondary Schools

M. E. BROOM, Ph.D.



**I**T is the purpose of this discussion to present information concerning the value of, the opportunities for, and the technique of using the field trip, or excursion, in business education courses in secondary schools. It seems desirable to give a brief discussion of certain terms, even at the risk of repeating the obvious.

What is education? The content presented to children in schools is the product of centuries of human experience. It includes the products of human intelligence and of human folly, of human courage and of human fears, and of human successes and human failures. Education attempts to bring to students the best things within human knowledge; the best thinking of great philosophers; the techniques for and the products of abstruse and laborious mathematical calculations; the crystallization of emotion and thought, fixed in form, which are the productions of great artists, inspiring music and inspired words and beautiful masterpieces of sculpture and of painting; and the records of deeds of great men and of great nations.

Education, then, may be thought of as a process of continuous, progressive, selective reconstruction of racial experience, functioning to bring to each maturing individual a knowledge of and a command of those

things which are involved in living a successful and an ideal existence.

## *Business Education for All*

Business education is but one of the many subject fields studied in schools. It attempts to train students in the cognizance and understanding of the complex social relationships involved in the direction and administration of business, and also to train specifically those students preparing to enter business in the technical skills needed in certain business practices.

The first of these purposes is necessary if students are to understand the world in which we live, in so far as the general economic, financial, and personnel structure of modern business is concerned. It contributes both to producer and to consumer education.

Business education for the average person differs from that of the specialist in business only in the amount of specific knowledges and skills which the latter has concerning his business. Some business education is essential for all persons if they are to live successfully.

Speaking vocationally, business-education courses in the secondary school may offer excellent orientation for choosing a life career. Who knows, among the high school students one encounters, who will and who will not be a business man or woman?

The school is merely a specialized environment organized by man to insure youth an education. Prior to the existence of schools, all education was by experience.

In the primitive world, education is inescapable. It is practical and thorough, or the individual does not long survive. Schools

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► **About Dr. Broom:** Assistant superintendent of schools, El Paso, Texas. A.B. and A.M. from the University of Illinois; Ph.D. from the University of Southern California. Has taught in high school, university, and teachers' college; has been principal, superintendent, special lecturer, and three different grades of professor—and in half a dozen states. Author of numerous professional articles and a college textbook in statistical methods for educational and psychological workers and students.

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arose as substitutes for life and living as educative agencies when communities grew so large that parents, with other civic responsibilities, did not have time to direct the education of their own children. Under these circumstances, parents delegated the responsibility of educating their children to other educated persons, and gradually schools evolved about the pedagogues.

Gradually, through the centuries, education withdrew more and more into schools and became increasingly intellectual and academic. The teacher and the textbook became the chief agencies of education, as they are today the chief means of education in so far as schools are concerned.

During recent decades, a reaction has set in, favoring the development of richer ranges of materials and of experiential activities for school uses. There has developed rather strongly a movement to return to reality, to actual experience, as a means of education. It is recognized that all experience is educative, if one but responds to it in any way.

### **What Is a Field Trip?**

The field trip, or excursion, is an attempt to bring the student to reality, to give him a glimpse of the environment as it is and as it functions, and to contribute to a comprehension of the given portion of the environment being studied.

Students of business education constantly encounter in their textbooks discussions of procedures which are unknown to them. For example, they may know what a traveler's check is (although many do not), but they may have no idea of how it is issued or utilized by the purchaser or how final payment is made.

Motion pictures and the radio, which have greatly extended the social environment, have done little for business education. Frequently, when things are easily accessible in the environment, pupils give them little attention and fail to connect them with textbook or classroom discussions.

The field trip provides the connecting link; it also provides expositions of things presented academically in the classroom. It is possible to describe a process many times to little avail, but if the student can see the

► The National Council of Business Education is collaborating with Dr. Harl R. Douglass in the study of business education administrative problems discussed in this department each month.

process in operation he comprehends immediately.

Field trips have very definite guidance functions. Several such trips during a high school career aid students in acquiring accurate and up-to-date information about the nature and requirements of various occupations, thus placing them in a better position to decide concerning future careers. The excursion is a means of stimulating serious thinking by students about their future occupations.

In so far as academic guidance is concerned, students obtain a good understanding of why the theory taught in the classroom is essential; instruction is vitalized when distant goals are brought near, and apparently indirect routes of study are made significant to the student. Classroom activities can be made important to pupils when they can be made to realize that the things they study and do are actually of use in the busy world about them. The school under these conditions becomes something to be enjoyed rather than endured.

In an indirect way, the excursion can be used to develop certain desirable traits in the students. Self-control can be taught best when pressure is on the student, as it is during the crowded minutes of a field trip. The excursion provides an excellent opportunity for teaching courtesy and the value of social co-operation. An alert teacher will find many

► **About Dr. Douglass:** Director of the division of education, University of North Carolina. Formerly professor of secondary education, University of Minnesota. Ph.D. from Leland Stanford University. President of the National Association of College Teachers of Education. Author of several texts on secondary school administration and more than one hundred articles. Consultant: American Youth Commission; Educational Policies Commission.



opportunities for character training occurring quite accidentally during field trips, opportunities which are particularly significant educationally because one is able "to strike while the iron is hot."

With the possible exceptions of typewriting, beginning shorthand, commercial arithmetic, and commercial English, class groups in the commercial department of the average secondary school could profit by at least one or two field trips each semester. Field trips for typing students and for beginning shorthand students may be dispensed with.

Commercial arithmetic is very closely related to arithmetic instruction in general; business forms commonly used in offices can be explained in the classroom, and machines may be demonstrated there.

The operation of computing machines is complex, requiring special instruction, so that students learn little beyond the fact that business machines are available for certain specific uses. This they can learn as readily in the classroom as during a field trip, and with greater economy of time and effort.

In commercial English, the field trip is of little value because of the confidential nature of the business correspondence of the organizations visited.

### *Opportunities for Field Trips*

Junior business training probably offers more opportunities for excursions than do any other courses, although the visits may be of shorter duration and the explanations to students less involved. This is essentially an exploratory and orientation course. Many freshmen in high school never have had an opportunity for meeting at first hand the workings of business. Field trips give them such an opportunity. Any teacher of the subject in an average-size city can make a good selection from among the life-insurance offices, public-utility-company offices, factory offices, the offices of stores and banks.

The excursion for a commercial law class is a visit to a courtroom during the trial of a well-selected civil case, followed by a visit to a good law library where the students may hear an explanation of the method of looking up cases. (The law library in a county court house is excellent for this pur-

pose.) The class should then visit the county recorder's office, to learn the importance of certain legal documents and the importance of recording them. This portion of the visit should impress upon students not only the significance of the work done, but also that the county office is conducted for their benefit and for their protection.

Office-practice groups may have much material brought to them for classroom demonstration. Sales organizations generally are happy to have an opportunity to demonstrate and explain addressographs, mimeographs, calculating machines and bookkeeping machines, visible filing systems, electric typewriters, and the like, for they know that they are doing "missionary work" with future customers. For an office practice class the excursion should be to some large, well-organized office, where the students can see in practice the use of the various procedures and devices in actual business activities.

### *Business Organization Clarified*

Classes in commercial geography benefit largely from field trips which stress manufacturing, transportation, and communication. Thus, any large factory, the local telephone or telegraph company, a railroad office, or the office of a trucking company might serve adequately as the scene of a field trip. Such trips aid in making clear the complex business structure, even when they give relatively little of specific information about commercial geography to students.

Advanced shorthand classes should be taken to a courtroom to study the duties of a court stenographer, or to any large business office to study the duties of several secretaries. Advanced typing students would be interested in visiting the local telegraph company offices to study the teletypewriter, and to the directory department of the local telephone company to study methods in use in maintaining the directory.

Bookkeeping students would profit from a visit to the business office of a large department store, to get an idea of the importance of bookkeeping in business and to study the use of automatic billing and posting machines; to the office of a certified public accountant; or to a bank.

The commercial teacher who intends to use the excursion as a teaching device should first study the group she is teaching and the subjects in which she plans to use the device. The program of excursions should be built up systematically, not haphazardly, and the places to be visited should be new to the students so there will be genuine opportunity for education. Any program for field trips should be arranged so that there will be variety and correlation with class study at the time of the excursion. When these things have been determined, the teacher is ready to plan for a specific excursion.

### *The Technique of the Field Trip*

The teacher, or the teacher with a committee of students, should arrange for the trip with the management of the business to be visited. The plans should avoid any possible inconvenience to the business, since time is money to business persons.

A definite time for the trip should be arranged, and a definite duration of time should be established. If possible, the teacher should cover the routine in advance, in order to prepare carefully a mimeographed outline of the trip and mimeographed instructions for the students' use during the trip.

Mere sight-seeing, walking through an office, is a waste of time. Office procedure is difficult to observe under such conditions. If the business organization can provide guides in sufficient number, outlines become of less importance for the success of the trip, since each student can hear a guide giving descriptions and explanations. On the planning of the details and the making of the arrangements at the place of the visit depends the success of the field trip.

The teacher is responsible also for notifying the school administrative office of the details as to time and place of field trips. The principal must check to see that field trips do not interfere with classroom obligations of pupils (since many such trips will cover more than one class hour), that parents are willing to have their children take the excursion, that proper transportation is provided if and when necessary, and other similar details. Once all details have been arranged, both at the scene of the proposed

excursion and at the school office, the teacher is able to present the matter to her class.

Before the excursion is taken, there should be class discussion on the nature of the business organization to be visited, the kinds of work done in the department or departments to be seen and the relationship of their activities to the regular work of the class. The teacher's outline covering the trip should be distributed and explained clearly.

Students should be cautioned to avoid physical injury during the trip, to avoid interfering with the work of business persons not assigned as guides during the trip, and to maintain discipline at least as good as that maintained in the classroom. They should be instructed also to observe closely all activities which make for efficient work, attitudes, accuracy, speed, personality traits, and the like, in order that they may learn that, to be a success, an employee must be more than an efficient machine.

On the day of the excursion, pupils should assemble, equipped with notebooks, in time for transportation to the scene to be visited. Here the group should follow the routine planned for the trip, staying with assigned guides, listening to the guides' explanations and descriptions, and asking questions on points that are not clear to them. The teacher should travel at the back of the group, to prevent loitering. The teacher's obligation is to crowd as much education as possible into a limited time. The trip should end promptly at the time scheduled for its conclusion, to prevent inconvenience to the business organization and also to make certain that students return promptly to the school. Student leaders may be used to assist the teacher during field trips, if this is desirable.

Following the field trip, the teacher should make certain the students understood what they saw, and its relation to the classroom instruction. Additional study, special assignments, and class discussion should be devoted to the subject of the excursion to insure the realization of the teacher's aims for the expedition. The class should be instructed to extend the thanks of the group to the management of the organization visited, thus teaching something of business courtesy.

The teacher herself should remember to

accept responsibility only for pupils who will accept her guidance during the excursion, and she should act as an adult during the trip. She should follow her plan closely and systematically, and avoid "fussing" at the group. This, as often as pupil misbehavior, prevents an excursion from being successful and tends to prevent future co-operation with the given business organization.

## Statements from Other Educators

A NUMBER of school administrators and instructors in business education also gave us brief statements of their ideas on what contribution the field trip makes to business education.—*H.R.D.*

### COMPOSITE OPINION

*The Staffs of the Commercial Departments, Detroit Public Schools, Detroit, Michigan*

The excursion in business education is valuable as a method of supplementing the classroom activities because it brings the student into direct contact with business as a reality. The excursion should be carefully planned so that a maximum of benefit will result from the trip by listing questions to ask the guide, organization, and special features to observe.

W. L. MOORE

*Principal, John Hay Commercial High School, Cleveland, Ohio*

The use of the excursion in business education brings before the pupils' eyes the experiences and actual situations in life itself which we ordinarily read about, hoping that the pupils will understand and profit by their reading.

PAUL O. SELBY

*Director, Business Education Department, Northeast Missouri State Teachers College, Kirksville, Missouri*

The values are uncertain; opportunities are numerous; the technique would be improved if "points to be observed" were discussed before and after the excursion.

C. A. KITTRELL

*Superintendent of Schools, West Waterloo, Iowa*

Even small communities afford many opportunities for pupils to see theories put into practice. Well-planned excursions with well-informed guides are very much worth while if the things gained are tied up with the work in the classroom.

F. H. PIERCE

*Principal, High School, Beverly, Massachusetts*

If the teacher plans the excursion in business edu-

cation very thoroughly and carefully by pointing out to the pupils what they are to look for during their visit, conducts the tour with adequate explanations, and then thoroughly reviews the material viewed, the project seems to me educationally worth while. Excursions that are modified picnics, unprepared, undigested, and soon forgotten, are a definite waste of time.

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THE fourth annual Regional Business Education Conference, sponsored by the School of Commerce of Denver University under the direction of Professor Cecil Puckett, will be held in Denver on Friday and Saturday, July 22 and 23, 1938.

The general theme of the 1938 Conference will be "Integration in Business Education."

AN announcement received from Edwin A. Swanson, visiting instructor in commerce and education, at the University of Southern California, Los Angeles, advises of a conference on business education to be held at that institute during the first term of the summer session.

The theme of the conference will be "Modernizing Teaching Procedures in Business Education."

SYRACUSE UNIVERSITY'S first annual conference on business education will be held on Thursday, July 21, under the directorship of Professor George R. Tilford. The theme of the conference will be "Current Trends in Business Education."

Outstanding educators will participate, including Dr. Harold B. Buckley, Dr. Elmer E. Spanabel, Professor D. D. Lessenberry, and Dr. B. Frank Kyker.

For further information, address Professor George R. Tilford, 101 Slocum Hall, Syracuse University, Syracuse, New York.

THOSE commercial teachers who do not attend the New York convention of the N. E. A. Department of Business Education will miss one of the best pedagogic, civic, and social treats of the year. Make your reservations now at the Biltmore Hotel, New York. The convention opens at noon, Monday, June 27.

FRED JARRETT, at one time Canadian typing champion and now manager of the Canadian office of The Gregg Publishing Company, was recently initiated as an honorary member of the Alpha Tau society of the Regina Commercial High School, Regina, Saskatchewan. Members must be able to type at eighty words a minute. Mr. Jarrett's speed on his test for admission to membership was 110!

In addition to his administrative duties, Mr. Jarrett is in demand as a speaker on commercial education and is the co-author of a Canadian typewriting text.

# Can We Avoid Proofreaders' Illusions?

WILLIAM R. FOSTER

*East High School, Rochester, N. Y.*

**I**F pupils are not generally guilty of cheating or carelessness when they pass by some of their typographical errors, but rather suffer from our not doing anything constructive to help, what has psychology and business experience to offer that will be of assistance?

Dr. Crosland<sup>1</sup> made a unique investigation of proofreaders' illusions. Some of his valuable suggestions I shall summarize, as far as they concern typing pupils.

First, as to external conditions contributing to the making of fewer errors in proofreading, we find "dirty" copy (full of errors) vs. "clean" copy; the proper line length; the parts of the letters and line we actually see.

The proofreading of a very "dirty" proof sheet necessitates more pauses than a relatively clean sheet because "the fewness of pauses causes the reader to fall more and more into a reading for meaning, which always results in less accurate proofreading."<sup>2</sup>

Naturally we don't want pupils to make a lot of errors the better to catch more. Still, we should not feel oversympathetic toward pupils who miss errors on a "dirty" page.

Long lines of print cause long eye movements and wide fixation-pauses because *the number of pauses is not increased in proportion to the length of the line*. These wider fixation-pauses certainly lead to greater reading error.

Also, in long lines, the arc of the eye movement changes; each change makes the

fixation less precise. "*While the eye is moving to the next fixation point it sees nothing at all. . . . A good width for a column would seem to be about 3½ or 4 inches.*"<sup>3</sup>

Now I am sure we should not forthwith have all typing done with such a length of line. That would not be businesslike, but it would help in the initial stages of proofreading practice.

Crosland<sup>4</sup> bluntly says:

For practically all persons, proofreading becomes increasingly more difficult and increasingly more inaccurate as it progresses across a line toward the right-hand terminus of that line. . . . Therefore, the proofreader should be overcautious as he approaches the end of the line on the right side.

### **Most Inaccuracies Toward Finish**

Also,<sup>5</sup> "It is conclusively demonstrated that one is most likely to give one's higher percentage score of inaccuracy in the last or bottom half of the proof-sheet."

As this source of error may be due to our natural tendency to read for meaning, we must be on our guard against such reading. And as this error may be due to fatigue, we should not give over five minutes to this work at the start, provided we want optimal results.

How often have you heard something similar to this: "Pay no attention to speed. Just pay attention to accuracy!"?

But that incantation doesn't work as magic words are supposed to, in the case of error checking. Crosland<sup>6</sup> puts it:

<sup>1</sup>Crosland, Harold R., "An Investigation of Proofreaders' Illusions," University of Oregon Publication, October, 1924. <sup>2</sup>*Ibid.*, p. 154.

<sup>3</sup>*Op. cit.*, pp. 88, 135. <sup>4</sup>*Ibid.*, p. 94. <sup>5</sup>*Ibid.*, p. 117.

The aim to be accurate and the consequent consuming of a great deal of time in an effort to be accurate produces much smaller gains in accuracy with inexperienced readers than with practiced persons. . . . Under speed instructions it appears that the inexperienced reader is more at home and his loss in accuracy is less than the increase in speed would lead us to expect. . . . But the unpracticed reader's inferiority to the practiced reader is most evident when reading is to be done under instructions to understand and master the meaning of the matter in which the errors are located. Hence, we must conclude that practice leads to a better ability to carry meaning while discovering and marking errors without causing the practiced person to consume a much greater amount of time than would be necessary if he had no such meaning aim.

As the eye does not see during its movement from one fixation point to another, slowness of movement produces no results. But stopping at more fixation points gets results.

Dodge and Erdmann report that proofreading required three times as many pauses as did ordinary reading. Huey found that the rate of reading can be increased by practice, but that a rhythm once formed is very difficult to change by ordinary practice.

The reverse of this—making more pauses and seeing all that is to be seen before going ahead to the next fixation point—seems to me possibly to be the trick involved; something like the stunt of going past a show window in a certain number of seconds and then reporting what was seen. Dobbs, in his "Proofreading," puts his answer in this way:

The proofreader must visualize each letter of a word in order to detect typographical errors. In a word or a line of capitals each letter must be separately identified. . . . He must recognize a misspelled word at a glance. . . . This instant recognition and correction of misspelled words is the first qualification of a good proofreader.

Downey believed she had discovered a high correlation between the perceptual abilities possessed by the relatively more accurate proofreaders and high general intelligence. I am inclined to agree with her.

Familiarity with the subject matter helps in the typing of that matter; it also helps in checking the work. Crosland<sup>7</sup> concludes that persons totally unfamiliar with the ter-

minology of the matter checked should not be allowed to read sheets containing unfamiliar terms. We know how true this is in the case of beginners reading short-hand notes containing such terms.

We should not take for granted that, just because the words were spelled right on the original copy, the pupil will therefore type and check them correctly. Haven't you experienced some such spelling as *beieve* time and again, just because that is the way the pupil always spells that word even when he is not typing?

In case you are an author, Crosland advises that you should not read your own proof; or, if you do, your sheets should be read also by a person equally familiar with your terminology, but who has had no hand in the composition of your work.

I am not prepared to say that an exchange of typing papers by pupils is likewise called for. Such an exchange is generally done for other and less lofty motives, and often with disappointing results.

First of all, errors are a matter of concern only for the teacher and the pupil making the errors. Such an exchange in some schools results in a desire to "get" the other fellow, and vice versa.

Then, too, there is the whole problem of honesty, which is seldom brought into question when corrections are made by the original writer; for, with an exchange of papers, there is often an open or silent understanding to the effect that "If you'll scratch my back, I'll scratch yours."

Re-reading I have found of decided value, but it should not be done immediately after the conclusion of the first reading. Crosland<sup>8</sup> finds:

This a confirmation of the well-known law of memorizing and habit formation, namely, that spaced trials or repetitions are far more efficacious than are massed repetitions, provided the rest periods are long enough. Also it was demonstrated that one five-minute concentrated reading is more effective than two or three two-minute readings undertaken in rapid succession. The chances are that the factors which caused the errors or illusions in the first perusal are still operative in the second or third immediate re-reading, and hence, the reader cannot catch the errors he has missed in the first reading.

<sup>7</sup>*Op. cit.*, p. 155.

<sup>8</sup>*Op. cit.*, p. 137.

More on this subject in the next installment. Pupils must be put on their guard against the most frequent types of errors. Louis A. Leslie wrote me of the similar situation in shorthand:

Once they are conscious of the frequency with which errors recur, they are much less likely to overlook these errors. More important still, they are much less likely to make these errors, once they are conscious of them. The same thing is true in shorthand. Once the pupil knows that in Gregg Shorthand, for example, he must be careful to make *your* small and *this* large, or he will surely make errors which cannot be corrected by context, he is much less likely to make the error; or, having written a careless outline, he is much less likely to transcribe it incorrectly.

In typing, if pupils didn't get *m* and *n* twisted, obviously they would not miss this pesky source of checking error. But to err seems to be human, for Crosland<sup>9</sup> found no person in his experiment reading proof with a 100 per cent score of accuracy. He<sup>10</sup> says that reading the way we ordinarily do raises the interesting question as to why we are not far more inaccurate than we really are. (We ordinarily read and type words as wholes, not as a letter-by-letter procedure as Dobbs [quoted earlier] states we must in proofreading.)

This is all I have found that psychology has to offer. The use of all this I shall have in the next installment, together with a pre-test for ability to observe in proofreading. I shall also give some rather surprising conclusions from the experience of publishers.

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ANNA T. WINECOFF, head of the secretarial department of Maryland College for Women, Lutherville, Maryland, has been selected to have her biography published in the 1938 edition of "Leading Women of America," which will soon be off the press.

Miss Winecoff has recently published a book of poems, "Trail Makers." Many of these poems have appeared in magazines and newspapers. Another of her extra-curricular interests is her present work in the translation of a Latin manuscript dated 825 A.D. This manuscript contains the earliest known mention of the New World.

Miss Winecoff is the founder of Kappa Kappa, secretarial sorority at Maryland College for Women.

<sup>9</sup>Op. cit., p. 127.    <sup>10</sup>Op. cit., p. 150.

## Specialists at Summer Sessions

THE following important educators will offer summer courses for commercial teachers at the institutions shown below.

P. W. Cutshall (Hughes High School, Cincinnati) at the University of Denver, Denver, Colorado.

Harold Fasnacht (Colorado Woman's College, Denver) at Eastern Illinois State Teachers College, Charleston, Illinois.

Jessie Graham (assistant supervisor of commercial education, Los Angeles) at the University of Southern California, Los Angeles.

Nellie Merrick (director of personal typewriting, Tacoma, Washington) at the School of Business, University of Chicago.

William R. Odell (director of secondary instruction, Oakland, California) at the University of California, Berkeley.

Fred H. Ottman (Woodrow Wilson Junior College, Chicago) at the Chautauqua (New York) Summer Schools.

Imogene Pilcher (Lincoln High School, Cleveland) at Bowling Green (Kentucky) College of Commerce.

Alfred Quinette (South High School, Youngstown, Ohio) at the Chautauqua (New York) Summer Schools.

Eleanor Skimin (Northern High School, Detroit) at Woodbury College, Los Angeles.

Florence Stullken (University of Texas, Austin) at the University of Denver, Denver, Colorado, for the first term only.

R. N. Tarkington (Hofstra College of New York University, Hempstead, New York) at the University of Arkansas, Fayetteville.

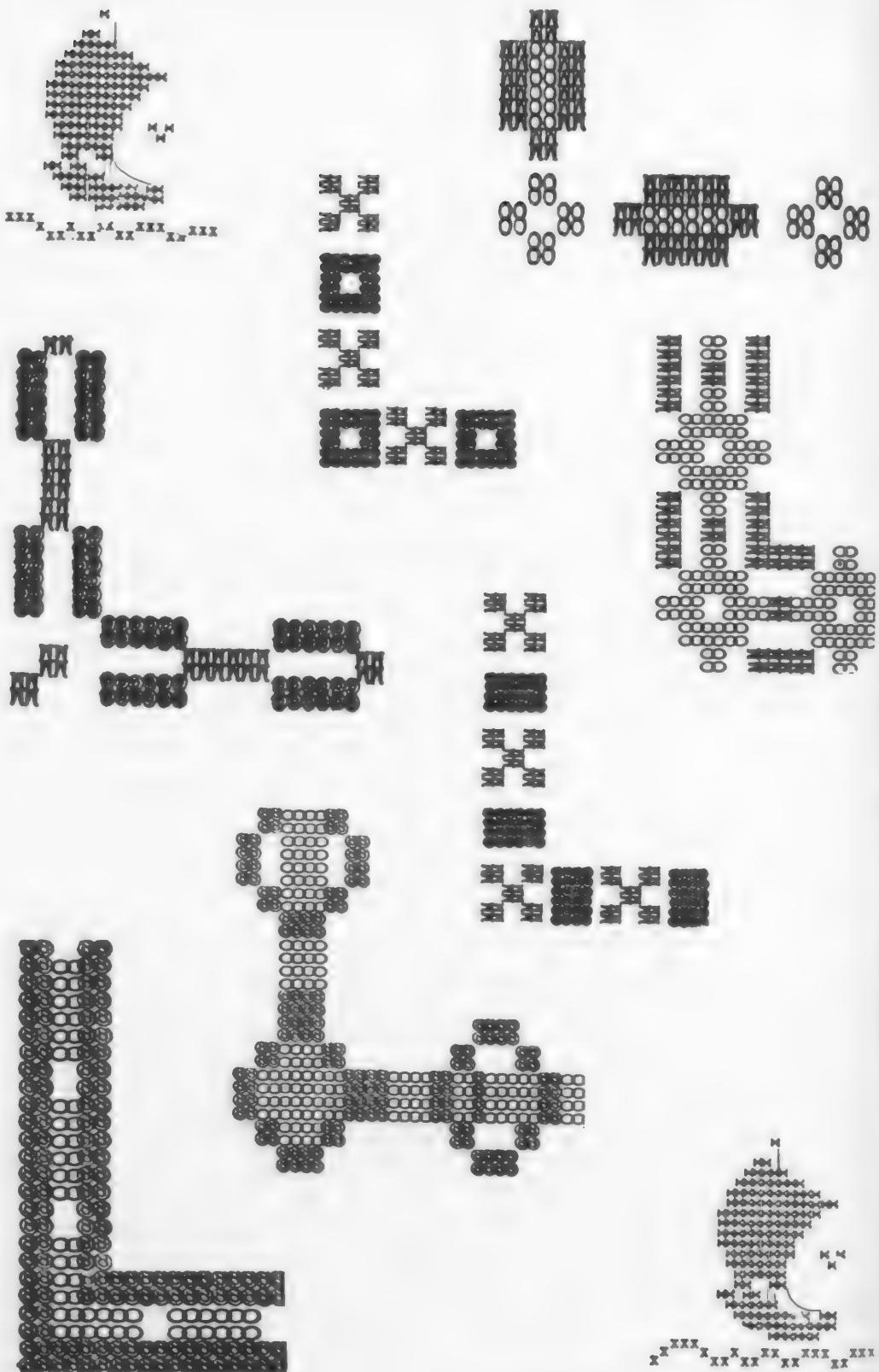
Ernest A. Zelliott (director of business education, Des Moines, Iowa) at Boston University.

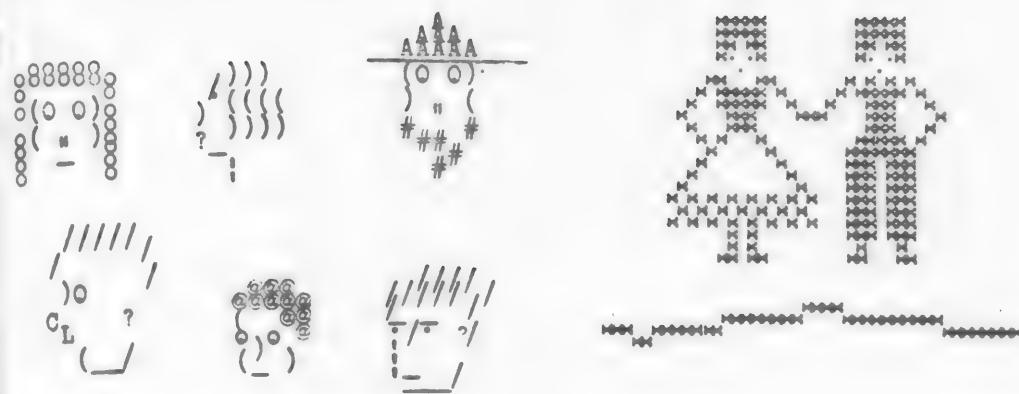
## National Business College Week

A MOTION that the week beginning the first Monday in June of each year be designated "National Business College Week" was made by George A. Meadows, president of Meadows-Draughton College, of Shreveport, Louisiana, at the annual meeting of the Southwestern Private Commercial Schools Association.

The motion was adopted unanimously. It was also adopted at the annual meeting of the National Association of Private Commercial Schools, held in Chicago. The Private Schools Department of the National Commercial Teachers Federation, meeting in Chicago, likewise adopted it with the amendment that the word "Education" be substituted for the word "College."

It is urged that other associations of private commercial schools take similar action and that all agencies preparing literature for private business schools feature the week in their advertising announcing the summer term.





## Artistic Typewriting

MARGARET M. McGINN

*Bay Path Institute, Springfield, Mass.*

NOW is the time for term papers, source themes, and theses, beautifully typed, of course, and perhaps with decorated covers.

For a decorative center design, the little ship on the opposite page is both attractive and easy to make. Borders are not difficult, but corners are sometimes a little hard to get around. The borders shown here are complete with corners.

The cartoon heads at the top of this page are quickly made and supply practice material for the use of the variable line spacer. They are the work of Adelaide Barrett, of Katonah, New York, and are reproduced by permission of the Underwood Elliott Fisher Company.

The designs in the right-hand column were made by Mary Niemic, of Bath Path Institute. You may wish to use them now to give school-weary typists a breathing spell.

Here are two more "waker-uppers," which have not much to do with typing—but neither has this tempting spring sunshine. At least, these puzzle sentences will help keep your classes in the schoolroom!

stand took to taking

We you throw our

*We understand you undertook to overthrow our undertaking.*

If the Bmt put :

*If the grate be (great B) empty put coal on.*





## Officers of the Eastern Commercial Teachers Association

THE forty-first annual convention of the Eastern Commercial Teachers Association held in Philadelphia April 13-16 set a new convention record in attendance, hospitality, and program offerings under the leadership of its president, William E. Douglas, of Goldey College, and his executive associates. A complete report of the convention will appear in the

*President:* Harry J. Good, Associate Superintendent of Schools, Buffalo, New York; *Vice-President:* Conrad J. Saphier, Chairman, Secretarial Studies, Samuel Tilden High School, Brooklyn, New York; *Secretary:* Raymond C. Goodfellow, Director of Commercial Education, Newark, New Jersey; *Treasurer* (re-elected) Arnold M. Lloyd, Principal, Banks College,

**A.** Reed, Supervisor of Business Education, State Department of Education, Albany, New York; Edward P. Jenkinson, Treasurer, Becker College, Worcester, Massachusetts; John G. Kirk, Director of Commercial Education, Philadelphia.  
The two newly elected directors, Katherine W. Ross, Boston Clerical School, Roxbury, Massachusetts;

*Philadelphia.*  
Second row: *Reviving president:* William F. Doug-

Concluded



## Mr. Deal Goes to School

DON  
T.  
DEAL

**EDITOR'S NOTE**—Last summer we had luncheon in Chicago with a commercial educator who was attending a summer school of his own choosing. He had likewise chosen his own faculty and course of study. He was collecting tuition instead of paying it and learning more than in any other school he had ever attended. Part of the story of his experiences at that school was published last month. Here Mr. Deal concludes the article.

I ASKED Marshall Field's adjustment manager what he considered the most unreasonable complaint they had received from a customer. He told me of a customer from the West who purchased some towels at Field's at the time of the World's Columbian Exposition in 1893. She did not come to the city again until the Century of Progress Exposition in 1933. Then she brought with her the towels she had purchased forty years before and asked for an adjustment because "they had not worn well"! The towels were in fairly good condition, but new towels were given her in exchange, and the 1893 "models" were displayed in the store as examples of the durability of the products of the store.

### *Controller's Department*

Here I saw the operation of the "Retail Method" of accounting, by which purchases are charged to the respective sections at retail prices. Mark-ups and mark-downs enable the controller to determine exact profits by sections. The system is so foreign to what is taught in bookkeeping classes in high school that many high school bookkeeping teachers would say, "There is no such animal."

A perpetual inventory of all garments,

furs, jewelry, and handbags, kept by the controller's office, not only makes salespeople more careful and accurate, but enables the controller to tell buyers exactly what styles, prices, sizes, and colors customers like, thus preventing thousands of dollars of losses which would result from unsalable merchandise.

The accounts receivable section is a busy place, for there are forty-one posting clerks (called billers) who do the posting to 190,000 accounts receivable, and send out approximately 90,000 statements at the end of each month.

Creditors' accounts are not only "discounted," but those having no discount terms are "anticipated." A discount of 6 per cent per annum is deducted for the period remaining when they are paid before they are due, and the creditors are always glad to receive the payment and allow the anticipation.

Pay to posting clerks in the accounts payable section is on a piece-rate basis entirely. The rate is 45 cents per hundred postings. The average accomplishment of the posting clerk during the time I was at Field's was 1004 a day. The highest record was made by a clerk who posted 1333 a day.

A bonus of \$1 is paid each clerk whose trial balance balances the first time it is struck off at the end of the month. A penalty of 50 cents is imposed every time an item posted to the wrong account is discovered. This, of course, is the only kind of a bookkeeping error that a machine will not detect.

### *Credit Bureau*

I listened to some interviews with customers seeking credit and learned what sources of information are depended upon for extending credit. The "chargaplate" system eliminates most of the time and expense of looking up customers' credit when they come to buy. Each charge customer is given a metal plate containing his name and

address in reverse raised letters. On each counter is a printing device into which the chargaplate is inserted and the customer's name is printed on the sales check. Only a customer with a good credit standing can obtain a chargaplate. No questions need be asked when he presents it at the time of making a purchase.

### Auditing Bureau

It is in the auditing bureau that every transaction is checked for errors. Every sales check must be accounted for and audited for completeness, accuracy, description of goods sold, prices, extension, additions, and all information it contains (or doesn't contain). I was shown the record of my sales in the men's sportswear department. They had a complete tabulation of each sale and each return, and showed me just how my bonus was computed.

A personal experience shows how thoroughly each sale is audited. While I was selling in the women's shoes section a special sale was put on, with reductions on all shoes. A customer purchased a pair of sample shoes, and as I could not locate them on the mimeographed list of reduced prices, I asked the sponsor their price. He thought he was sure they were \$4.85, so that was the price for which I sold them. Two days later the section manager called me to his office and showed me the sales check, sent down by the auditing bureau, which had discovered that I had sold a pair of shoes for \$4.85 that should have been sold for ten cents more, or \$4.95.

The head of the auditing bureau told me of an amusing occurrence. The detail strip from the handbag section in which cash registers were used had a large proportion

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► **About Don Deal:** Head of commercial department, Central High School, Trenton, New Jersey. B.A., Iowa State Teachers College; M.A., University of Iowa. Past president of New Jersey High School Commercial Teachers Association. Taught Saturday teacher-training courses for five years at Teachers College (Columbia); has also taught in Haskell Institute (U. S. Indian Training School), Fort Dodge and Cedar Rapids (Iowa) High Schools, Trenton Senior High School, Rutgers University. Author of several magazine articles.

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of "no sales" one day. Since "no sale" should be rung up on a cash register only when the register is opened for some other purpose than a sale, the matter warranted investigation.

The auditing bureau learned that this detail strip was the record of the transactions of a new girl who, whenever she waited upon a customer who did not make a purchase, rang up "no sale!"

### Selling

I wanted experience with the customer psychology of both men and women. I chose the men's sportswear and the women's shoes sections.

Most of the customers in the men's sportswear section were women. They were much harder to please than the men customers. A man will often buy something that doesn't quite suit, but almost suits, rather than make excuses to the sales person who has tried to serve him and take the time to find exactly what he wants. He feels somewhat obligated to buy when he has asked to be shown something and the sales person has done his best to satisfy him.

A woman has a much different attitude. She feels that serving her is the sales person's duty—what he is being paid for—and that it is no imposition to ask for all the service she wants. She is usually courteous about it, but she doesn't hesitate to refuse to buy if what is shown is not exactly what she thinks she wants.

Often a customer hasn't much idea what she does want. Then the sales person can perform a service. Sometimes the customer is a bit unreasonable. A week after I went on duty in the shoe department, a special sale began. One of my first customers, on the first day of the sale, seated herself and said, "I see by your advertisement that all your shoes are reduced. What have you got?"

A woman will try on several pairs of shoes and be dissatisfied with them all. Then when she sees another customer having shoes tried on, she remarks, "Do you have my size in the shoes she has on?" When the sales person fits her with the same style she saw on the other customer, she usually doesn't

like them, either. (The grass on the other side of the fence is always greener.) Shoes always look well on "the other person's" feet.

I have had two customers, total strangers to each other, each trying to convince the other that the shoes she was trying on were very becoming to her. It was interesting to me to have both helping me by selling shoes to each other. I suppose each was thinking, "I suppose you know more about what I like than I do," for just as I was rejoicing over the free assistance I was getting, both decided to try on something else, and I finally wound up by selling both some entirely different shoes.

### *Advertising*

While in the shoe department I followed through every detail in the preparations for the August sale of shoes, including preparation of the advertisement, which originated with the section manager.

His layout went to the advertising bureau. They revised the layout and sent the shoes to a free lance artist to be sketched. The drawings came back to the section manager, who criticized them, ordered some of the drawings shortened and others remade from a slightly different angle.

The advertising bureau changed the wording to give it more appeal, decided that a special style of lettering would have a more appropriate feeling tone, and ordered special drawings made of the lettering. The proofs kept coming back until they were finally approved by the section manager and the advertising bureau.

The advertising bureau willingly let me have every piece of material in connection with the advertisement from the first draft by the section manager to the finished advertisement. These materials are proving to be valuable in my advertising classes.

Every person with whom I came into contact in the Field organization was enthusiastically co-operative. I believe that commercial teachers should avail themselves of every opportunity to contact business first-hand.

I hope I shall not be the cause of a "flock" of commercial teachers rushing on Marshall

Field & Company, asking for permission to do as I did, for that firm might wish it had not allowed me to impose on it.

Work in a business organization near the place where the teacher is employed would enable him to learn how business is conducted in his community. He should select a successful business, one that employs modern methods. It is easy for a teacher to get into a rut and slide backward, relatively, while business is moving on. Like Alice in Wonderland, a commercial teacher needs to "run like everything" just to stay where he is.

## **Winners of Catholic Typing Contest**

THIRTY-SEVEN secondary schools participated in the Every-Pupil Typewriting Contest sponsored annually since 1933 by the Catholic High School Typist Association. Trophies were awarded to the schools winning first, second, and third places. Winning schools are as follows:

### **AMATEUR DIVISION**

*First place:* St. Ludger Academy, Creighton, Nebraska; *second place:* Mt. St. Benedict's, Crookston, Minnesota; *third place:* St. Xavier's, Junction City, Kansas.

*Honorable Mention:* Girls Catholic High School, Hays, Kansas; Aquin High School, Freeport, Illinois; St. John's Academy, Wichita, Kansas; St. Cecilia's Academy, Washington, D. C.; St. Mary's Academy, Leavenworth, Kansas; Regina High School, Norwood, Ohio; St. Francis High School, Lafayette, Indiana.

### **NOVICE DIVISION**

*First place:* Mt. St. Benedict's Academy, Crookston, Minnesota; *second place:* St. Ludger Academy, Creighton, Nebraska; *third place:* St. Mary's Academy, Leavenworth, Kansas.

*Honorable Mention:* St. Cecilia's High School, Washington, D. C.; Sacred Heart High School, Salina, Kansas; Holy Family High School, Clafin, Kansas; Marymount Academy, Salina, Kansas; Our Lady of Perpetual Help, Roxbury, Massachusetts; St. Xavier's High School, Junction City, Kansas; Notre Dame Academy, Cleveland, Ohio.

Results of the Individual Pupil Contest, held on April 28, will be announced soon.

Headquarters of the Association are at St. Joseph's College and Military Academy, Hays, Kansas.



# The Supervisor And the Classroom Teacher

J. N. GIVEN

SUPERVISION may be said to be in its fifth historical stage. At first, the supervisor was an inspector. In the second stage, he was considered to be a teacher trainer. In the third stage, he was classed as a helping teacher. Later, the supervisor was assumed to be an educational scientist. In the modern connotation, a supervisor is looked upon as an educational leader.

One of the recognized leaders in supervision recently stated, in effect, that the old idea of classroom supervision has little if any place in the modern concept of the term. The modern philosophy of supervision assumes that the classroom teacher will become an integral part of the supervisory program.

## *Extensive Classroom Supervision Unnecessary*

By means of committee organization (participated in largely by teacher groups), methods, procedures, teaching aids, and source books will be developed by and for the use of the teacher. The speaker further stated that extensive classroom supervision is not necessary, because the teacher-training institutions are now being successful in preparing the prospective teacher adequately for her work.

It is agreed, surely, that the classroom teacher should be given every opportunity to participate in all work connected with classroom activities, be that work in the nature of organization, teaching aids, or an analysis of good teaching procedures.

No sound modern concept of supervisory practice looks upon the supervisor as one who must by strategy or by force get the individual teacher to use his particular classroom procedures. Are we not all agreed that

there are as many different modifications of good teaching practices and procedures as there are varied personalities in our teaching group?

The statements of this speaker were, in the main, sound and based upon logical assumptions, but one might take issue on two points:

First, is the university training program for prospective teachers so greatly improved that no classroom supervision is necessary? One has but to peruse the course outlines set up for use in university teacher-training classes to realize that the major portion of time is spent in development of a philosophy of the subject, determination of the objectives of the course, and analysis of textbooks and teaching materials available. The remainder of the course is devoted to reports by various class members on general topics.

Secondly, it is also true that the cadet teacher, in many instances, is not assigned to the best subject teacher. The student is assigned to do practice teaching with a teacher who is teaching the subject during a time when the cadet has the opportunity to attend. Many other factors color this picture to a considerable degree.

## *Different Subjects, Same Basis*

It is to be agreed, surely, that teaching in general has the same basic concepts and consideration, regardless of the subject under consideration. There are, of course, many technical procedures involved in the teaching of business-education subjects that do not hold true in the more or less academic types of work. Is it not true, however, that the student-teacher relationships are the essence and core of our entire educational structure? As such, these relationships should be observed. It is to be questioned whether classroom visitations, as one part of a general supervisory program, will ever cease to be an

effective part of teaching and supervisory procedures.

The supervisor as an educational leader is concerned with the working out of effective teaching plans and classroom activities with the aid and assistance of teacher groups. In a school system of any size, the supervisor will be concerned with giving assistance at certain "weak spots" that are bound to occur from time to time in any school organization.

Although the teacher's activities have been divided into many classifications, the supervisor is concerned with two considerations: First, the actual ability of the teacher to teach, and her possession of necessary technical knowledge; and second, the matter of personality.

When personality conflicts appear, or when poor teaching techniques are in evidence, what can the supervisor do to adjust the situation?

### *The Teacher's Personality*

A study of the reason for employee failure on the job discloses the fact that in a vast majority of instances the employee's failure was not due to lack of technical ability but rather to unsatisfactory personality traits. What is true in business is undoubtedly true in the teaching profession.

Mark Twain's remark, "everyone talks about the weather but no one seems to do anything about it," might well be applied to the matter of personality. It is agreed that innumerable cases of so-called poor teaching could be adjusted if the personality of the teacher could be modified.

The matter of personality adjustment may not be quite as important a problem in a large school system as it is in a small one. The reason for this is not difficult to understand. In a large system a teacher may be moved from one situation to another, even to the extent of being assigned to a non-teaching activity, if necessary, in order to find the situation where the teacher's abilities may be utilized and where, at the same time, she may be happy in her work.

Health, to be sure, is one of the major considerations. A good physical examination, proper diagnosis, and treatment have done wonders to change the personality of many

► **About John Given:** Assistant supervisor in charge of commercial education, Los Angeles city schools. B.B.A. and M.S. in Education, University of Southern California. Former head of commerce department of Riverside (California) Junior College and of George Washington High School, Los Angeles. Instructor in methods courses, Armstrong College, Berkeley, during two summer sessions. Has held office in four professional organizations. Member of Teachers Examination Board, Los Angeles. Contributes to many professional magazines. In his lighter moments, he bowls, dances, and plays billiards and tennis.

teachers. The matter of teacher personality is of utmost importance to the students. Those individuals connected with organizations handling problem-school situations report invariably that the matter of non-adjustment is due to poor teacher-personality traits rather than to any other single factor. More study and analysis should be given to the importance of this whole matter of personality—particularly in the case of the university student who is being counseled about teaching as a profession.

Now, going from the abstract to the concrete, let us consider the roles of the supervisor and the teacher in commercial education. To be even more concrete, let us consider just one subject—bookkeeping.

There is some argument over the point as to whether or not the bookkeeping students should be kept together as the work progresses. There are many arguments in favor of this plan for the first semester's work.

### *The Situation Well Controlled*

One method used to advantage is based upon the previous day's assignment. Perhaps fifteen minutes of the class time is devoted to answering problems that have arisen on the earlier assignment.

As soon as these questions are cleared up, the teacher is ready to develop the second part of the day's work. This part may be classed as the assignment for the next day.

After the pages have been assigned, the teacher then devotes fifteen or twenty minutes to a discussion of the work. Blackboard illustrations are utilized to the fullest advantage. At the close of this lesson presentation, the balance of the class time—twenty min-

utes, if the school is conducted on the one-hour period basis—is devoted to blackboard and paper work on the part of the students in working problems based upon the teacher's explanation.

As the student prepares his lesson during his study period or at home, the reading matter offers little difficulty, because the teacher has anticipated the problems that the student will face. Hence, the student has additional background for his reading—the explanations made during class. On the following day, if any problems do present themselves, the student is given an additional opportunity to have his questions answered.

If the students are working on practice-set material, many successful teachers use the entries given in the budget as a means of provoking class discussion. Students do not make the actual entries; this work is all carried on orally. Ten or fifteen entries are discussed in class. The student's assignment for the following day is to record these entries in the proper journals.

In situations such as these, the teacher is in complete control of the entire classroom situation. The period is broken into short and reasonable units and yet sufficient time is allotted to cover completely the work set up by the teacher in her previous *planning of the lesson*.

### All Control Lost Here!

Now observe another type of bookkeeping teaching—or lack of bookkeeping teaching. Here, one is immediately impressed with the teacher's general lack of control. Various students are walking around the room copying entries from other members of the class. The teacher is hidden from view because no less than nine students have completely surrounded the desk in an attempt to find the answers to their particular problems. Erasers are being used overtime by the members of the class, because they have not sufficient understanding of the proper method of recording the entries. Some students are working on Exercise 16, others are completing Exercise 24, while still others are wondering how to commence operating on Exercise 36.

In this situation, the teacher is never able

to leave his desk because of the number of students who continually crowd up for help. Before the last student, who is around the outside fringe, is able to get attention, as much as fifteen to twenty minutes of valuable class time have been lost. It is in situations such as these that the students are able to complete their English and history assignments.

### Some Solutions

What can the supervisor do, faced with the specific problem of giving much needed assistance to this teacher? The general procedure might be for the supervisor to confer with the teacher during a free period about her general class work. The reasons might be asked why certain activities were carried out. The supervisor might suggest, by diplomatic inference, the *experimenting* with a different type of material organization.

Another plan, far more satisfactory, is to arrange for this teacher to spend an entire day visiting certain outstanding teachers in the same subject field. The supervisor may then take the teaching program of the teacher during her absence.

The teachers who are to be visited are notified as to the purpose of the observation. It is not only a compliment to their efficiency but it is an opportunity for them to be of real service to one in their profession.

Last, but not least, is the opportunity afforded the supervisor to keep in practice with modern acceptable theory. Teachers who have been given such an opportunity are appreciative of this co-operative activity, which has but one purpose in mind—a better learning situation for the student.

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IT is with deep regret that we learn of the passing of Mr. J. H. Siekman, president of Brown's Centralia Business College, Centralia, Illinois.

Mr. Siekman became associated with Brown's Business College in St. Louis in 1910 and from there was transferred to Brown's Business College, Marion, Illinois, as principal, in the spring of 1913. In 1917 he purchased the Marion School and in 1920 purchased Brown's Business College at Centralia. In 1931 he incorporated this school under the name of Brown's Centralia Business College, Inc.



# Teaching Correspondence Through Class Discussion

CARL NAETHER

*Associate Professor of English  
University of Southern California*

METHODS of teaching adopted by individual instructors are intimately related to the temperaments of those who adopt them.

A phlegmatic person is not very likely to rely on a method of presentation that will entail gross expenditure of nervous and physical energy. Calm and composed, and comfortably seated at his desk, he will open the class meeting at any point convenient and reasonably relevant. Frequently, this type of instructor frowns on making preparations for class meetings, preferring to let the course run along as chance may dictate, trusting to God and the textbook that the students will find something of interest before the term is over.

The other extreme is the teacher of nervous disposition, energetic and eager, but strongly tempted to "drive" himself and his students. Usually he has the work of the course laid out in carefully graded assignments so as to provide ample and suitable materials for every meeting.

Whereas the former type of teacher is too patient with his charges so far as class discipline and the amount of work to be done in the course are concerned, the latter type is too impatient. Perhaps the really desirable teacher is the one whose personality is classifiable about midway between these two extremes.

That which should determine the particular manner in which a course of study should be given is the nature of the subject matter. A practical and rather simple course in writing, such as commercial correspondence, can hardly be taught effectively by the lecture method, in which the instructor does all or most of the talking. After all, in business

correspondence there are neither intricate theories nor profound principles to be propounded in lengthy discourses. The work should center on effective ways of writing on business topics.

For advanced classes—and, in fact, all those attended by more or less experienced writers—some teachers favor the case or problem method, in which the attention of the class is focused on the merits and demerits of possible solutions to a business problem. This method presupposes a thorough mastery of subject matter and some successful business experience. There is no doubt that live problem material lifted from various business files lends itself splendidly to teaching business writing, but not all teachers have access to such material or a sufficiently intimate acquaintance with the policies of the businesses whose correspondence problems they might wish to present to their classes.

## Promoting Student Interest

One of the most satisfactory methods of teaching business writing is the discussion method. It is informal, natural, flexible, and liked by students. Its proper use puts the students at ease and promotes whole-hearted interest in the work at hand. A given letter is read; its weak and strong points are carefully considered. Students suggest and discuss improvements; then they rewrite the letter in accordance with the conclusions reached. The revision will show how many and which members of the class have benefited from the general discussion. The fact that the students are to be asked to write immediately following the discussion is likely to prompt them to take an active part, for lack of attention might place them at sea.

A genuine advantage of the discussion method is its indirectness. Through the informal give-and-take of opinions between teacher and pupils, the teacher soon learns to know, without making the pupils uncomfortably conscious of the fact, the abilities, potentialities, and limitations of each as a business writer. Though indirect, the discussion method is much more personal than the lecture or the case method, enabling the teacher, if his class is not too large, to become well acquainted with his pupils. Most of the pupils favor this method of learning because they may ask questions at any time.

It need hardly be emphasized that the effectiveness of any teaching method depends largely on the preparation made for each class meeting. Such forethought gives the teacher confidence in his ability to handle the class, and gives the pupils confidence in him.

The business correspondence instructor who steps into the classroom with the thought, "Well, I wonder what I'm going to do today?" is, to put it mildly, severely handicapped. In all probability, his work has become a bore to him—a state of affairs his pupils will quickly sense and act upon. Perhaps he presents the same material in the same manner year after year, forgetting that such a practical course as business writing should, above all, be timely and progressive. If the teacher is to be effective, he must keep in touch with the changing trends and policies of modern business, and he must gather regularly fresh ideas and materials for use in his daily teaching.

### *Let Them Laugh!*

Of course, nothing is so helpful to the teaching of business writing, or any other subject, as a refreshing sense of humor. The teacher who quickly perceives the humorous aspects of a situation, who lets his listeners have a good laugh at it, at themselves, or at himself occasionally, accomplishes more in many cases than the one who is "all business." An occasional indulgence in humor is all that is needed in any class.

Most of the discussions in the course in business writing should be aimed at stimulating the desire to write. If at all possible, the student should be convinced early in the

course that on many occasions writing gives him a far better opportunity to express his thoughts and feelings than does speaking, and that in order to hold his own in the business or in a professional field when his schooling is over, he must possess a certain facility in putting words upon paper—the proper words in the proper way.

## **Trained Accountants Always in Demand**

**G**OOD news to college graduates is the statement by Dean Everett W. Lord of Boston University's College of Business Administration that there is at least one profession, that of accounting, in which there is no overcrowding but a definite, increasing demand for trained men and women.

With this in mind, the College of Business Administration inaugurated last fall a specially planned two-year graduate program in accounting, covering all the requirements for the state examinations, which qualify for the professional Certified Public Accountant certificate, and leading to the degree of Master of Business Administration.

Only college graduates are admitted to the course, and the number is strictly limited to twenty-five, according to the announcement of Dr. Daniel L. Marsh, president of Boston University, and Dean Lord.

Boston University's College of Business Administration is now completing its twenty-fourth year, and its graduates who have majored in accounting have been unusually successful in passing state examinations for C.P.A. certificates, and in the practice of their profession.

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**C**ALEB PEIRCE, of the administrative staff of Peirce School, Philadelphia, died on February 17. He was the son of Dr. Thomas May Peirce, who founded the school in 1865. Caleb Peirce was educated at the Central High School, Philadelphia; Lawrenceville School; Princeton University; Massachusetts Institute of Technology; and l'Ecole des Beaux Arts in Paris.

He is survived by two sisters, Miss Mary B. Peirce and Mrs. Ruth Peirce Taylor, and a brother, Thomas May Peirce, Jr., who are associated in the conduct of the school.



# Simplifying Bookkeeping Closing Procedures

HARVEY  
A.  
ANDRUSS

**EDITOR'S NOTE**—Simplification of the bookkeeping cycle is necessary if we are to keep pace with the change and progress of instruction in accounting. Mr. Andruss gives a very practical method of "Simplifying Closing Procedures."

**O**UT of the agitation for the socialization of bookkeeping has emerged at least one fact: The routine of the bookkeeping cycle must be simplified as much as possible if we are to teach more subject matter in a shorter length of time to those who are not going to keep records in business. Simplification must precede generalization. Both are necessary to progress in bookkeeping instruction.

There is need for a simple, direct, uniform method of closing books of account at the end of the fiscal period.

Our present closing routines were used when business managers consulted their Profit and Loss accounts before making decisions. This account is not a usable vehicle for digesting, analyzing, and relating all the factors affecting operations. Today, the managers consult the Statement of Profit and Loss together with the other financial statements.

Once it was thought necessary for the Profit and Loss account to contain certain significant figures, such as cost of goods sold, gross profit, expenses, net profit, etc. Today, these figures are arranged and depicted for easier interpretation of the statement, schedule, or exhibit than in the account.

Since the necessity for reflecting these figures in the Profit and Loss account has passed, why do we continue to show them there when the manager will probably never refer to them? Closing, in a modern sense,

can be simplified by transferring all trading accounts directly to the Profit and Loss account. This means that the inventories (beginning and ending), purchases, sales, and all other related accounts are closed into the Profit and Loss account. Surely this is much simpler than the methods taught in many textbooks today.

The traditional methods of closing provide for the *adjusting* of the Inventory account for the goods on hand at the beginning and at the end of the period by transferring the amounts to the Purchases account. From this point, either of two entries is made:

1. Transfer the Cost of Goods Sold from the Purchases account to the Sales account.
2. Transfer the Cost of Goods Sold from the Purchases account to the Profit and Loss account.

If we follow the first method, the Gross Profit appears on the credit side of the Profit and Loss account, so that the Expense accounts may be subtracted to arrive at the Net Profit. If we follow the second method, the Profit and Loss account contains the Cost of Goods Sold and Expense items on the debit side and the Sales item on the credit side.

Under either method, the identity and amount of the inventories and the purchases are destroyed. These are vital items in management. Even the sales amount is not available in the Profit and Loss account when only the gross profit appears as in the first method described.

► **About Harvey A. Andruss:** Dean of instruction, Bloomsburg State Teachers College, Bloomsburg, Pennsylvania. A.B., University of Oklahoma; M.B.A., Northwestern University, Chicago. Author of monographs on bookkeeping and accounting; did research in cost accounting for the Investment Bankers Association. Active in civic and professional organizations. A most welcome contributor to the Business Education World and other magazines. Hobbies: tennis and travel.

Today, significant figures regarding operations are sought on the statements and not in the accounts. Our modern closing procedure needs only to summarize all costs, expenses, and income items in the Profit and Loss account to arrive at the amount of the net profit (or loss) and show therein *all* the factors producing the net profit (or loss). Thus a simple procedure results from a direct transfer of all nominal items to the Profit and Loss summary account.

We speak very glibly of closing accounts into Profit and Loss. Then we proceed to transfer inventories to the Purchases account, the cost of goods sold to the Sales account, and the remaining amount, the gross profit, to the Profit and Loss account. No wonder the bookkeeping student is lost in the maze that finally ends where it was supposed to begin. Not only is the routine indirect, but the first entries to adjust the beginning inventory and set up the ending inventory by means of a credit to the Purchases account followed by a debit are confusing to the learner.

In most cases, memorization is resorted to by the student who can see no reason for the procedure outlined. On the other hand, the transferring of the balances of all nominal accounts to the summary account, for the purpose of comparing the total cost and expenses with the total income in order to arrive at the difference, the net profit, is a direct and understandable procedure. An accurate and complete summary can result only through the transfer of every cost, expense, and income item direct to the Profit and Loss (summary) account.

The principles underlying closing as a part of the periodic summary should apply equally well in the higher and more difficult phases of accounting. The principles of closing and the routine first learned can be used without undue change in the more highly organized forms of business in the department store or in the factory. Relearning is a waste of time. Closing procedures first taught should be applicable in a uniform manner to all types of concerns.

If a department store must arrive at the gross profit for each department and maintain control of its stock, the inventories must

be shown in the trading or Profit and Loss account and not be buried in the Purchases account. If the factory has three inventories (materials, goods in process, and finished goods), and only one Purchases (materials) account, thus precluding the treating of inventories as adjusting entries in the Purchases account at the end of the fiscal period, why do we continue to teach in first-year bookkeeping a method that applies only to small retail stores?

The simplicity, directness, and uniform application of the direct summary method is shown by the problem below, which is based on the trial balance of an undepartmentalized retail business.

#### HUGH LENDIT

	Debits	Credits
<b>TRIAL BALANCE, JUNE 30, 19—</b>		
Cash .....	\$2,600	
Accounts Receivable .....	4,000	
Merchandise Inventory .....	3,000	
Accounts Payable .....		\$1,600
Hugh Lendit, Net Worth .....		7,800
Sales .....		4,000
Purchases .....	2,400	
Total Expenses .....	1,400	
	<b>\$13,400</b>	<b>\$13,400</b>

If the cost of goods remaining on hand at the end of the period is \$3,600, the closing entries, using the direct summary method, are as follows:

JUNE 30, 19—		
Profit and Loss Summary .....	\$3,000	
Merchandise Inventory .....		\$3,000
(To close the beginning inventory into the Profit and Loss account)		
	30	
Profit and Loss Summary .....	\$2,400	
Purchases .....		\$2,400
(To close the Purchases account into the Profit and Loss account)		
	30	
Profit and Loss Summary .....	\$1,400	
Total Expenses .....		\$1,400
(To close the Expense account into the Profit and Loss account)		
	30	
Sales .....	\$4,000	
Profit and Loss Summary .....		\$4,000
(To close the Sales account into the Profit and Loss account)		

30

Merchandise Inventory .....	\$3,600
Profit and Loss Summary.....	\$3,600
(To set up or record the amount of the ending inventory and subtract it from the costs and expense accounts by transferring it to the Profit and Loss account)	
30	
Profit and Loss Summary.....	\$ 800
Hugh Lendit, Net Worth.....	\$ 800
(To close the net profit into the owner's Net Worth account)	

When these entries are posted, the Profit and Loss Summary account will appear as (1) below.

The traditional method of closing will produce a closed Profit and Loss account, as (2) below.

(1)

#### PROFIT AND LOSS SUMMARY ACCOUNT

19--	19--
June 30 Inventory .....	\$3,000
Purchases .....	2,400
Expenses .....	1,400
Net Profit .....	<u>800</u>
	<u>\$7,600</u>
	<u>\$7,600</u>

(2)

#### PROFIT AND LOSS ACCOUNT

19--	19--
June 30 Purchases .....	\$1,800*
Expenses .....	1,400
Net Profit .....	<u>800</u>
	<u>\$4,000</u>
	<u>\$4,000</u>

\*This is not the amount of the purchases during the period but the cost of goods sold. The identity of inventories and purchases is lost.

(3)

#### TRADING ACCOUNT—DEPARTMENT A

Beginning Inventory .....	\$0000	Ending Inventory .....	\$0000
Purchases .....	0000	Sales .....	0000
Sales Returns .....	0000	Purchases Returns .....	0000
Sales Allowances .....	0000	Purchases Allowances .....	0000
Freight Inward .....	0000		
Gross Profit .....	0000		
	<u>\$00000</u>		<u>\$00000</u>

(4)

#### MANUFACTURING ACCOUNT

Beginning Raw Material Inventory.....	\$0000	Ending Raw Material Inventory.....	\$0000
Beginning Goods in Process Inventory.....	0000	Ending Goods in Process Inventory.....	0000
Raw Material Purchases .....	0000	Cost of Goods Manufactured .....	0000
Direct Labor .....	0000		
Indirect Labor .....	0000		
Other Indirect Expenses .....	0000		
	<u>\$00000</u>		<u>\$00000</u>

The traditional Profit and Loss account does not contain complete information for future use of the managers or the auditors.

The necessity for treating the inventories by means of closing entries instead of adjusting entries is clearly evident when one examines the trading and manufacturing accounts of the departmentalized and fabricating businesses.

The Trading account of Department A is set up so that the gross profit for the department may be reflected in the accounts before it is transferred to the general Profit and Loss account, where it is compared with the expenses to determine the net profit. Among the items that may be found in the Trading account are those shown in (3) below.

The gross profit for Department A is transferred to the credit side of the Profit and Loss account.

In the factory, the elements entering into the cost of manufacture may be summarized at the end of the accounting period by transferring all material, labor, and overhead accounts to the Manufacturing account, which may appear as (4) on the preceding page.

The uniformity of the principle of closing, which treats the inventories in all situations as closing entries and transfers all costs, expense, or income accounts *direct* to the Profit and Loss Summary account, is the simplest form of summarizing periodically the results of operations on the books of all types of concerns.

Let us modernize our closing procedure to keep pace with the changing times. Financial statements have supplanted the accounts as sources of information for the manager who seeks figures upon which to base his decisions in the future.

Auditors will welcome the summary form of the Profit and Loss account. Students of first-year bookkeeping will master more rapidly and completely a method that is based on reason rather than on rote memory. The direct summary method of closing merits the consideration of every progressive student, teacher, or practitioner of accounting.

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ALLISON DORMAN has been elected principal of the New Bedford (Massachusetts) High School, to take office at the conclusion of the present school year.



commercial education, principal of the evening high school, and in other capacities.

Mr. Dorman was a three-letter man in college and is well known throughout New England as a college football official. Hobby: bowling.

## A Unique School For Salespeople

THE Denver Retail Institute is probably the only school of its kind conducted in this country in which salespeople attend school in the morning before going to work. The Institute offers short unit courses for persons in retailing and merchandising who wish to improve their proficiency in this kind of work.

The Fifth Annual Retail Institute, sponsored by the School of Commerce of the University of Denver in conjunction with Denver Retail Merchants Association, started its first class on February 28, and continued for a period of four weeks. In order to accommodate men and women working in retail stores, a four-week schedule was arranged so that classes could be held both morning and evening.

More than three hundred salespeople enrolled in this year's Institute.

## A Bibliography For Bookkeeping Teachers

A MOST useful and long-needed "Annotated Bibliography of Bookkeeping and Accounting Materials for Teachers," compiled by summer-session students under the direction of Dr. P. O. Selby at the University of Iowa last summer, has been published and is available at 30 cents a copy. Orders may be sent to Research Press, 611 Harrison Street, Kirksville, Missouri.

The bibliography was compiled from magazine references of the past five years and from monographs, theses, and book references without time limit. Each reference is rated.

Dr. Selby is director of commercial education, Northeast Missouri State Teachers College, Kirksville.

## Hartwick Graduates Gain Administrative Positions

THE business science department of Hartwick College, Oneonta, New York, announces the advancement of two of its graduates in administrative positions in commercial education.

Stanley Sherman, B.S. 1934, for three years head of the commercial department of Milford (New York) High School, has been elected supervising principal of the same school. Donald Preston, now a senior student at Hartwick College, has been elected to succeed Mr. Sherman as teacher.

Ida Moshier, B.S. 1936, has been elected head of the commercial department in the Sidney (New York) High School after two years in the same capacity in the Schenevus (New York) High School.



# WONDERING AND WANDERING

With

Louis A. Leslie

THE two favorite American pastimes are said to be *pointing with pride* and *viewing with alarm*. Difficult as it may seem, I have been doing both things to the same trend in commercial education. There is a trend away from shorthand and typing speed requirements in favor of the so-called practical office standard. My present wondering aloud is caused by the presence on my desk at the same time of several especially concrete evidences of this trend. Before we examine the reason for viewing with alarm as well as pointing with pride (and there is reason for both), let's look at the particular material that prompted these notes.

In several recent commercial-education periodicals, Professor Nichols has given instructions for the preparation of pupils for the National Clerical Ability Test. I am quoting direct from one of them, although they all give substantially the same advice:

Don't maintain an even, high rate of speed. Average about 70 to 75 words a minute. Redictate upon request, at once or at the end of dictation. . . . Make sure that your pupils can type such office items as a . . . rough draft with some printer's marks. . . . Don't drill for a copying speed test. . . . Shift the emphasis in all your strictly vocational work of the senior year from traditional speed development over to the development of all-around productive ability on common tasks. . . . Try to train stenographers—not just rapid-spurt shorthand writers. Train typists—not just fast expert copyists. . . .

Before commenting on some of the highly controversial matters involved in those quotations, let us look at a quotation from page 599 of the *BUSINESS EDUCATION WORLD* for March, an announcement of the discontinuance, after fourteen years, of the annual Ohio State Contest. After saying, "The state novice typewriting record has been raised from 50.4 to 62.9 words a minute" in the 14 years dur-

ing which the contests were conducted, the article goes on to say that the contests have been discontinued and that the former managers of the contest "are now working on a new type of test that will more adequately judge the competency of stenographers and typists."

Finally, let us look at some facts contained in an unusually interesting letter that I received from Mr. E. D. Taylor, managing director of the Typewriter Educational Research Bureau. Mr. Taylor tells me that he sent a questionnaire last year to 14,913 schools using the typing tests sent out by the Typewriter Educational Research Bureau, asking them whether they would prefer to receive the familiar typing speed test pamphlet or whether they would prefer each alternate test to be one "covering the development of the ability to apply typing to actual business practice material."

Mr. Taylor tells me that 10,243 schools answered his questions; of them, 9,528 schools indicated that they preferred the office-practice type of test, while only 509 indicated that they wished the straight-copy test to be continued.

Why the mixture of pride and alarm? Surely no one could question the propriety of Professor Nichols' suggestion that we "try to train stenographers, not just rapid-spurt shorthand writers." That little word "just" is one trouble with his statement and some considerable difference of opinion as to the meaning of the term "stenographer" is another trouble with the statement.

True, nobody wants to train "just" rapid-spurt shorthand writers. But, on the other hand, neither do we want to train so-called "stenographers" who take dictation at 70 to 75 words a minute. The private school with which I am connected would certainly go out of business very quickly if it supplied business offices in New York or Boston with 75-word-a-minute stenographers. In twenty years of office experience, I have employed

many stenographers, but I have never employed a 75-word-a-minute stenographer—I don't think anybody was ever rash enough to send me any such!

If the student is not permitted and encouraged to get genuine control of his working tools—shorthand and typewriting skill—how will he ever develop that "all-around productive ability on common office tasks" which the article tells us is the aim of our shorthand and typing instruction?

Will the pupil be harmed in some way because he is a really rapid and accurate typist and a rapid shorthand writer?

Will the businessman discriminate against the stenographer who can keep up with the dictation and who doesn't ask for "redictation upon request at once or at end of dictation"?

Will the businessman be aggrieved if the new typist can type form letters or invoices or what not at a stroking rate of 350 strokes a minute instead of half that number?

If there be such, each of my graduates is just going to have to tie one hand behind her back to slow down to the rate beyond which you cease to be a "stenographer" and become "just a rapid-spurt shorthand writer."

Other things being equal (knowledge of English, personality, etc.), would you rather have as your stenographer the 14-year-ago winner of that Ohio State Contest with a typing speed of 50.4 words a minute, or the latest winner with the record of 62.9 words a minute?

One of the most valuable by-products of this type of test is brought out here, because every educational psychologist tells us that such competitive testing is one of the best ways of getting more and better skill development. It is of the first importance in skill development that we have accurate knowledge of our own progress and of next importance that we have knowledge of the progress of others who are acting as "pace-makers." It has been the history of shorthand and typewriting contests that they have always raised levels of achievement whenever and wherever they have been properly used.

In my own lifetime in commercial education I have seen the current flow back and forth, each reversal usually having been de-

pended on too strong a flow in the other direction. In the early days of typing, there was, of course, no emphasis on speed as we know it today. The typist did the job at hand, heaved a sigh of relief, and started the next job. Then came the demand for speed as the first speedy typists were developed.

Then, as rapid stroking was developed at the expense of general business information, there was a demand for typists and stenographers who knew the difference between a telegram and a bill of lading.

Back and forth the struggle went. We are now at the peak of one of the "all-around productive ability" movements, as is witnessed by Mr. Taylor's figures, with less than 5 per cent of the schools asking to receive only the straight-copy typing speed tests.

The pride about which I spoke earlier is aroused by the recognition of the commercial teachers that we must supply business with stenographers and typists who can take their place in a business office without a long and painful period of apprenticeship, during which every business form must be explained to the beginner.

The alarm is caused by the temporary forgetfulness of the necessity for sheer technical skill in the tool subjects of shorthand and typewriting.

Yes, I know all about the girl who types from straight copy at 80 words a minute but doesn't know enough to come in out of the rain. Yes, I know that a businessman would rather hire her sister who types only 40 words a minute but who has common sense and remembers to buy flowers on his wife's wedding anniversary every year. But the first girl isn't dumb *because* she writes 80 words a minute on the typewriter, nor is the second girl bright *because* she was never trained to do any better than 40 words a minute on the typewriter.

There is a slightly exaggerated instance of the type of comparison that is usually in the mind of the person who advocates the substitution of "all-around productive ability" instead of real technical skill.

Let's face the facts—that *in most cases* the girl who has the brains and industry and other required characteristics to get to a speed of 120 to 140 words a minute in shorthand

and 70 words a minute on the typewriter is usually the type of girl that will make the best stenographer or the best general office worker. Granted, there are exceptions. But out of 100 such girls you will find a vastly greater percentage of good office workers than out of 100 of these 75-word-a-minute shorthand writers.

A good many of you have probably shared either my pride or my alarm over the present direction of the trend in commercial contests and tests. Why not write me whatever you have on your chest about it? Address: Louis A. Leslie, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

### M<sup>R</sup>. BLANCHARD:

Except for the fact that you have been the storm center of a flood of production work, I would take you to task for letting Mr. Leslie's article, "English or Shorthand Speed?" (Sept. BEW, page 37) go by without expanding it in an editorial note to embrace the importance of basic typing skill as applied to the same subject—transcription.

Mr. Leslie pleads eloquently for increased skill (speed) in shorthand because a reserve of skill is known to provide greater opportunity for punctuating dictation as it is recorded. I do not believe he mentioned the fact that it also provides tremendous opportunities for the intelligent shorthand scribe to "think over" and to grasp the full meaning of what is being dictated.

This mental activity during dictation bears an important relationship to subsequent transcription because the dictation experience is naturally richer and there is more in the stenographer's mind as transcriber than merely mechanical interpretation of pot hooks in his notebook. Memory enters to strengthen his understanding of what he is doing, and even if he has not had time to record punctuation, trick spellings, etc., his memory of what went on in his mind as he intelligently and easily took the dictation aids him immeasurably in producing a transcript that is meaningful and cast according to the canons of good English style, artistic arrangement, etc.

More than twenty-five years ago, while working as a stenographer, I observed that

transcribers who possessed superior skill in the use of the typewriter as a writing tool enjoyed in transcription the same advantages I have just noted in addition to those Mr. Leslie mentions as accruing to the shorthand writer with a reserve of skill.

Everything I have experienced since then has only strengthened this observation.

Both the shorthand writer and the typist possessing a reserve of basic skill necessarily work with less effort and superior technique for the simple reason that they have automated a much larger proportion of their work and perform all operations with less physical motion and less mental effort. This releases both mental and physical energy for other activities needed to carry on their complex tasks intelligently.

I happen to know that Mr. Leslie heartily agrees with this application of his idea to basic typing skill as well as to basic shorthand skill, and I hope you can find some means of convincing even a few of your readers of the futility of trying to load upon a student the complex burdens of combining ill-mastered shorthand, typewriting, and English skills with any expectation whatsoever that they can successfully carry the burden.

Aside from the utter wastefulness and hopelessness of such teaching procedures, common sense and applied psychology should make us pause in consideration of the *unskillful* mental and physical habits that such practice is bound to set up—bad habits that in most cases can never be eradicated, as they must be if good habits leading to expertness in transcription are to be acquired.

—Harold H. Smith.

### School Lighting Study Available

THE long-awaited new "American Recommended Practice of School Lighting," sponsored by the Illuminating Engineering Society and the American Institute of Architects, and approved by the American Standards Association, has come off the presses and is now available, according to joint announcement of its sponsors.

Single copies of the new recommendations are priced at 25 cents each, with quantity prices obtainable on request from both the Illuminating Engineering Society, at 51 Madison Avenue, New York City, and the American Standards Association, 29 West 39th Street, New York City.

# Metropolitan Junior Achievement Project

METROPOLITAN Junior Achievement, since 1920 an incorporated foundation, is an educational project that has for its major objective the bridging of the gap between high school training, necessarily more or less theoretical, and the competitive experience of industry and business.



Paper Company, was the founder of this splendid movement, which has in nineteen years spread throughout New England and as far west as Denver, Colorado. Today there are nine hundred active groups, sixty of which are concentrated in New York City. Headquarters are located in Boston and at 16 East 48th Street, New York. The plan works as follows:

Several young people, from sixteen to twenty-one years of age, wish to form a working group. They apply to the Metropolitan Junior Achievement for organization. A volunteer leader is sent to discuss practical business problems with the group that wishes to be so organized, and a marketable product for manufacture is chosen.

The group, preferably limited to not more than fifteen individuals, in order that each one may take an active part in the undertaking, is then organized as a manufacturing concern, which on a miniature scale conforms in every respect to the standards and practices of the business world. The little company is financed either by a loan or by selling shares to its young owners at 50 cents a share. Usually about \$300 is required to finance such a project.

When the preliminary arrangements have been satisfactorily taken care of, suitable quarters are rented; a president, a treasurer, a production manager, and a sales manager are elected. Tools and equipment are bought and installed. Raw materials are purchased and arrangements are made for meeting overhead expenses, such as rent, heat, and light. In consultation with the business leader, earnings are estimated and a wage scale set. Sound methods of bookkeeping are planned. The business is then ready to function. Production begins.

The work is done in the evening, usually two nights a week being devoted to the enterprise, which is undertaken in all seriousness. The standard of work demanded in the open market is the criterion. Metropolitan Junior Achievement supplies to the various groups only leadership, instruction in handicrafts, and, if necessary, credit to procure the initial capital. Everything else the boys and girls must provide themselves.

Each group specializes in the field in which it is most interested. The only stipulation in deciding on the article to be manufactured is that there be a known market for the product. The articles made include bookends, bird-houses, plate-racks, door-stops, various metal articles, and numerous small decorative pieces of catalin. Many of these businesses organized under the Metropolitan Junior Achievement plan have not only been self-supporting, but have paid dividends and bonuses.

Through the practical program of Metropolitan Junior Achievement, boys and girls of high school age may not only realize monetary returns on their activities but also reap the benefit of those greater, though less easily measured, values of character, self-reliance, and a fine spirit of co-operation.—*M. E. G.*

## Secretarial Training Survey—Important

Won't you please fill out the questionnaire on secretarial training (page v) and send it in at once?



# Textbooks In Economic Geography

OSCAR W. DOTSON

**EDITOR'S NOTE**—Mr. Dotson is a graduate of Emory and Henry College (Emory, Virginia); he majored in geography. Under the guidance of Dr. E. Ray Casto, professor of geography in that college, Mr. Dotson contributes to the round table on economic geography the results of a comparative objective study of eight recent textbooks in economic geography written for high school use. The accompanying tables enable the reader to obtain a survey of the field of high school economic geography.

—DOUGLAS C. RIDGLEY, Series Editor.

ECONOMIC geography in the high school is of growing importance, especially in business education. It is of equal value to students in the general high school course and in the college preparatory course. Interest in high school geography is evidenced by the fact that eight economic geographies have been published during the present decade. These textbooks are issued by eight of the principal textbook publishers of the United States.

The authorship of the eight books includes

a total of fifteen of America's leading geographers. These fifteen specialists are at present teaching in twelve institutions, and each has enjoyed a wide experience in the teaching of economic geography at various levels in high school and college.

The following tabular survey endeavors to place before the reader an objective summary of the content of the eight books. The reader will be aided in examining the tables by keeping these guiding facts in mind:

1. The books are of recent date, all having been published since 1930.
2. The tables list the content of the books so that the reader may determine which items have been considered of sufficient importance to be treated in all or in a majority of the textbooks. The tables also show topics that are treated at some length by a single book or by a few of the eight books.
3. No attempt is made to evaluate the contents of any of the books; the study is purely objective and serves to show the scope of topics treated in textbooks written for high school use.
4. The books are not designated by author, title,

(Continued on page 729)

TABLE I. GENERAL MAKE-UP OF EIGHT TEXTBOOKS IN ECONOMIC GEOGRAPHY

Textbooks.....	A	B	C	D	E	F	G	H
Pages.....	664	742	715	424	464	668	709	636
Parts.....	6	2	10	2	7	3	6	6
Chapters.....	42	45	35	40	37	25	42	37
Pictures.....	232	109	161	350	162	232	549	106
Maps.....	98	160	171	67	170	59	83	141
Graphs.....	69	64	52	36	73	60	97	37
Statistical tables.....	15	37	16	24	0	40	52	15
Climatic charts.....	75	16	0	0	27	0	0	17

TABLE II  
ITEMS TREATED IN EIGHT TEXTBOOKS IN ECONOMIC GEOGRAPHY  
(Pages devoted to items)

Textbooks . . . . .	A	B	C	D	E	F	G	H
Soil . . . . .	12 $\frac{1}{4}$	10 $\frac{1}{2}$		$\frac{1}{2}$	3 $\frac{1}{4}$	1 $\frac{1}{2}$		1 $\frac{1}{4}$
Temperature . . . . .	16 $\frac{5}{6}$	13 $\frac{3}{4}$		2 $\frac{1}{2}$	3 $\frac{1}{4}$	8 $\frac{1}{2}$	4 $\frac{3}{4}$	
Rainfall . . . . .	15 $\frac{7}{12}$	3 $\frac{1}{2}$		3 $\frac{1}{4}$	2 $\frac{1}{3}$	2 $\frac{2}{3}$	2 $\frac{1}{8}$	
Irrigation . . . . .	2 $\frac{2}{3}$	7	2 $\frac{1}{2}$	1 $\frac{1}{8}$	1 $\frac{1}{4}$	5 $\frac{1}{2}$	5	1 $\frac{1}{2}$
Fertilizers . . . . .	1 $\frac{7}{8}$	2 $\frac{1}{4}$		2 $\frac{1}{8}$	3 $\frac{1}{2}$	2	4 $\frac{1}{2}$	3 $\frac{1}{2}$
Erosion . . . . .	3 $\frac{5}{6}$	11 $\frac{1}{4}$						
Forests . . . . .	21 $\frac{1}{6}$	10 $\frac{2}{4}$	12 $\frac{3}{4}$	5	21 $\frac{5}{8}$	9 $\frac{1}{4}$	20 $\frac{1}{4}$	15 $\frac{1}{2}$
Coal . . . . .	3 $\frac{1}{6}$	6 $\frac{1}{8}$	7 $\frac{5}{8}$	3 $\frac{2}{3}$	10	6 $\frac{1}{2}$	5	14
Petroleum . . . . .	3 $\frac{1}{8}$	2 $\frac{1}{8}$	7	2 $\frac{1}{6}$	8 $\frac{1}{4}$	5 $\frac{1}{2}$	12	12 $\frac{1}{2}$
Natural gas . . . . .	3 $\frac{1}{4}$	3 $\frac{1}{8}$	2 $\frac{1}{2}$	1 $\frac{1}{6}$			1 $\frac{1}{2}$	
Water power . . . . .	1 $\frac{3}{8}$	7 $\frac{1}{2}$	4 $\frac{1}{2}$	1	1	6 $\frac{1}{2}$	5 $\frac{1}{2}$	2
Cotton . . . . .	7 $\frac{3}{4}$	21 $\frac{1}{2}$	8	3 $\frac{2}{3}$	7 $\frac{1}{2}$	10 $\frac{1}{2}$	6 $\frac{3}{8}$	20
Wool . . . . .	3 $\frac{1}{4}$		1 $\frac{1}{2}$	1 $\frac{1}{2}$	3 $\frac{1}{8}$	4 $\frac{2}{3}$	2 $\frac{3}{4}$	1 $\frac{1}{4}$
Silk and linen . . . . .	5 $\frac{1}{2}$	1	4 $\frac{5}{6}$	2 $\frac{1}{2}$	5	4 $\frac{2}{3}$	3 $\frac{1}{2}$	13 $\frac{1}{4}$
Coffee . . . . .	3 $\frac{3}{4}$	3 $\frac{1}{4}$	10 $\frac{1}{2}$	1	4	9 $\frac{1}{4}$	3	13 $\frac{1}{2}$
Tea . . . . .	3		6	1 $\frac{1}{4}$	3 $\frac{1}{4}$	7	2 $\frac{1}{2}$	3
Cocoa . . . . .	2			1 $\frac{1}{2}$	3 $\frac{1}{2}$	6	2 $\frac{1}{2}$	8 $\frac{1}{2}$
Wheat . . . . .	6 $\frac{1}{6}$	7 $\frac{1}{8}$	4 $\frac{3}{4}$	7 $\frac{1}{2}$	9	19 $\frac{1}{4}$	8 $\frac{1}{2}$	14
Corn . . . . .	4 $\frac{1}{2}$	18 $\frac{5}{6}$	10 $\frac{3}{4}$	2 $\frac{1}{2}$	7 $\frac{1}{4}$	7	8	10
Rice . . . . .	3 $\frac{3}{8}$	1 $\frac{1}{2}$	1 $\frac{1}{4}$	2	5 $\frac{1}{4}$	8 $\frac{2}{3}$	5 $\frac{1}{2}$	10 $\frac{1}{2}$
Rye . . . . .	1 $\frac{1}{8}$			1 $\frac{1}{2}$	1 $\frac{1}{4}$	1	1 $\frac{1}{4}$	
Oats . . . . .	1 $\frac{1}{2}$			1 $\frac{1}{2}$	1 $\frac{1}{4}$	2	2 $\frac{1}{4}$	$\frac{1}{4}$
Barley . . . . .	1 $\frac{1}{2}$	3 $\frac{1}{8}$	1 $\frac{1}{2}$	2 $\frac{1}{2}$	1 $\frac{1}{4}$	1	1 $\frac{1}{2}$	
Cattle . . . . .	5 $\frac{5}{8}$	1 $\frac{1}{2}$	12	3 $\frac{1}{2}$	10 $\frac{1}{2}$	14 $\frac{2}{3}$	11 $\frac{1}{2}$	4 $\frac{1}{2}$
Swine . . . . .	2 $\frac{1}{4}$	1 $\frac{1}{6}$	3 $\frac{1}{4}$	1 $\frac{1}{2}$	1 $\frac{1}{3}$	1 $\frac{1}{3}$	1 $\frac{1}{3}$	3 $\frac{1}{4}$
Sheep . . . . .	3	1 $\frac{5}{6}$	3 $\frac{1}{4}$	2 $\frac{1}{2}$	1 $\frac{5}{12}$	4 $\frac{1}{3}$	5 $\frac{1}{2}$	3 $\frac{1}{4}$
Sugar . . . . .	4 $\frac{1}{8}$	2 $\frac{1}{2}$	2	2 $\frac{1}{3}$	5	10	7	16 $\frac{1}{2}$
Bananas . . . . .	3 $\frac{3}{8}$	3 $\frac{7}{8}$	1	1	3 $\frac{1}{2}$	1	2 $\frac{1}{2}$	14 $\frac{1}{4}$
Fruits . . . . .	11 $\frac{1}{4}$	5 $\frac{1}{2}$	6 $\frac{1}{4}$	2 $\frac{1}{2}$	3 $\frac{1}{2}$	11 $\frac{2}{3}$	11 $\frac{1}{4}$	15 $\frac{1}{2}$
Vegetables . . . . .	5	5 $\frac{1}{2}$	4 $\frac{1}{4}$	3 $\frac{1}{4}$	1 $\frac{1}{8}$	8 $\frac{3}{4}$	11 $\frac{1}{2}$	1 $\frac{1}{2}$
Coconut . . . . .	1 $\frac{5}{6}$	1 $\frac{1}{6}$					1 $\frac{1}{2}$	7 $\frac{1}{2}$
Tobacco . . . . .	1 $\frac{1}{4}$	3 $\frac{1}{4}$	1 $\frac{1}{2}$	1		5	2	
Cement . . . . .	1 $\frac{1}{8}$	5 $\frac{1}{6}$	1 $\frac{1}{8}$	1 $\frac{1}{2}$		1 $\frac{1}{2}$	1	
Rubber . . . . .	5 $\frac{3}{4}$	1 $\frac{1}{2}$	5 $\frac{1}{4}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	6	6 $\frac{1}{2}$	10
Paper . . . . .	1 $\frac{1}{2}$	2 $\frac{1}{2}$	1	2 $\frac{1}{2}$	3 $\frac{1}{2}$	4 $\frac{1}{2}$	4	$\frac{1}{16}$
Leather . . . . .	1 $\frac{1}{2}$			2		4 $\frac{1}{2}$	2 $\frac{1}{2}$	$\frac{1}{16}$
Iron and steel . . . . .	6 $\frac{1}{4}$	5 $\frac{1}{2}$	5	2 $\frac{2}{3}$	12 $\frac{1}{4}$	13	12 $\frac{1}{2}$	15
Copper . . . . .	1 $\frac{1}{2}$	1	1	1 $\frac{1}{2}$	2 $\frac{1}{2}$	1 $\frac{1}{2}$	3	$\frac{1}{16}$
Automobiles . . . . .	$\frac{1}{2}$	3 $\frac{1}{2}$	4 $\frac{1}{8}$		4		3 $\frac{1}{4}$	8 $\frac{1}{2}$
Motion picture . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$				$\frac{1}{4}$	11 $\frac{1}{2}$
Fisheries . . . . .	8 $\frac{1}{8}$	4	10 $\frac{1}{4}$	4 $\frac{1}{2}$	22	8 $\frac{1}{2}$	11	3 $\frac{1}{2}$
Fur farming . . . . .	1 $\frac{1}{4}$	1 $\frac{1}{2}$		1 $\frac{1}{2}$	$\frac{1}{16}$	1 $\frac{1}{2}$	1 $\frac{1}{8}$	$\frac{1}{2}$
Transportation . . . . .	11 $\frac{1}{4}$	2 $\frac{1}{2}$	19	5 $\frac{1}{2}$	3	37	27	34 $\frac{1}{2}$
Communication . . . . .	2 $\frac{1}{4}$		2	13 $\frac{1}{2}$		10 $\frac{1}{4}$	2	
Commerce . . . . .	13 $\frac{1}{4}$	5 $\frac{1}{4}$	6	39 $\frac{1}{2}$	17 $\frac{1}{2}$	32	19	56 $\frac{1}{4}$
Preface . . . . .	2	4 $\frac{1}{2}$	1 $\frac{1}{8}$	1	1 $\frac{1}{4}$	2	2	2 $\frac{1}{2}$
Contents . . . . .	2	2 $\frac{1}{2}$	5	2 $\frac{1}{2}$	2	3	2	4
Index . . . . .	36	29	16	8	23 $\frac{1}{4}$	15	16	15 $\frac{1}{4}$

TABLE III. RANK OF EIGHT TEXTBOOKS IN MAJOR FEATURES

Major Features	1st	2d	3d	4th	5th	6th	7th	8th
Number of pages.....	B	C	G	F	A	H	E	D
Number of pictures.....	G	D	A or F	A or F	E	C	B	H
Number of maps.....	C	E	B	H	A	G	D	F
Number of graphs.....	A	E	G	B	F	H	C	D

TABLE IV. RANK OF EIGHT TEXTBOOKS IN SPACE GIVEN LEADING ITEMS

Commodities	1st	2d	3d	4th	5th	6th	7th	8th
Beverages.....	H	F	C	E	A	G	B	D
Cereals.....	F	H	H	G	E	C	A	D
Textiles.....	H	B	F	A	E	C	G	D
Livestock.....	F	G	C	E	A	D	H	H
Forests.....	E	G	A	H	C	B	F	D
Rubber.....	H	G	F	A	C	E	D	B
Power.....	H	G	C	E	F	B	A	D
Transportation and Communication.....	F	H	G	C	D	A	E	B
Commerce.....	H	D	F	G	E	A	C	B
Irrigation.....	H	F	G	A	C	H	E	D
Soil.....	A	B	E	F	H	D	C or G	C or G
Climate.....	A	B	F	G	E	D	C or H	C or H

or publisher, but are identified only by the letters A, B, C, D, E, F, G, H.

5. Table I gives a survey of the general make-up of the eight books.

Table II analyzes the books somewhat minutely with reference to more than forty items. This table shows what the authors regard as topics of chief importance in high school economic geography.

Table III is a brief summary derived from Table I.

Table IV is a brief summary derived from Table II.

6. This objective tabulation will prove an aid to teachers of economic geography in developing a course of study suited to the needs of their classes. The tables present the topics of economic geography not from one point of view only, but from eight lines of approach.

### Dr. Ridgley Comments On Mr. Dotson's Article

THESE tables reveal common interests in the eight books, with such variations as develop naturally when a subject is interpreted by different writers.

Of the 48 items listed in Table II, 29 are treated in each of the eight books. Of the 19 other items, 7 are treated in seven books;

► **About Oscar Dotson:** B.A., Emory and Henry College, Emory, Virginia. Now doing graduate work in geography and physical education in Peabody College for Teachers, Nashville, Tennessee. Co-author of an article published recently in "Economic Geography." Hobbies: cartography and athletics.

**About Dr. Ridgley, Series Editor:** Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."



6, in six books; 3, in five books; 2, in four books; and 1 is treated in two books.

In distribution of space given to the more important topics of Table II, the books vary more widely in the topics dealing with the physical basis of economic geography than in the treatment of commodities.

The commodities of significance in world trade are given prominence in all the books, but with variation in space determined by the authors' use of the topic either for general geographic instruction or as a special topic meriting a more extended treatment.

Thus, among the eight books, the treatment of coal varies from 3 pages to 14 pages; wheat from 4 pages to 19 pages; iron and steel from 2 pages to 15 pages; fisheries from 3 pages to 22 pages; forests from 5 pages to 21 pages.

This variation in extent of treatment of leading commodities indicates that these eight books constitute a good reference library for the study of economic geography in high school classes, since topics treated briefly in some of the books are treated with greater fullness in others.

The tables also serve as a general guide in apportioning class time to various topics during the term, since the distribution of space in textbooks represents fairly well the relative importance of the topics in a course of study.

SCIENTIFIC planning toward increased efficiency in an office organization need not result in throwing people out of employment, Henry A. Piper, manager of the planning division, service department of the du Pont Company, told the National Office Management Association conference in New York recently. He said:

In the old days of the "efficiency expert" that may have been true. In our company—and I believe the same may be said of other representative firms in this country—we depend upon the usual turn-over to absorb whatever excess help might be left as a result of detailed office surveys. The job may be eliminated, but not necessarily the person. There may be rare exceptions to this rule, but in such cases the problem may usually be solved by a proper transfer.

## Alpha Iota To Meet in Seattle

ALPHA IOTA, international honorary business sorority, will hold its eighth annual convention in Seattle, July 7-10. Mrs. Frances Efinger-Raymond, manager of the Pacific Coast and Orient Branch of the Gregg Publishing Company, will address the delegates. Mrs. Raymond is an honorary member of the sorority.

Alpha Iota has announced the re-election to office of Elsie M. Fenton, grand president and editor, and Edna P. Kane, grand vice-president. Catherine McCall was elected grand secretary, and Fern L. Thompson, formerly secretary-treasurer, will continue as treasurer. Mabel Y. Steele, former grand vice-president, was elected grand historian.

Three new chapters have lately been added to the roster of the sorority—Delta Xi, Pasadena (California) Business College; Idaho's first chapter, Delta Omicron, Link's School of Business, Boise; and Lambda Chi, Illinois College of Commerce, Chicago.

## Consumers Union Offers Classroom Quiz

RADIOS, automobiles, household oils and cereals are some of the subjects covered in Consumers Union's new aid to consumer education—the *Consumer Quiz*. It is designed to aid teachers who incorporate buying education in other classes, as well as those giving full-time courses in consumer education. The *Consumer Quiz* is published monthly, and based largely on Consumers Union Reports.

One of the difficulties of consumer education has been a lack of unbiased factual material adapted for classroom use. The *Consumer Quiz* helps to overcome this difficulty. It provides questions and answers based on scientific investigation and outlines projects to be carried out by the students. A bibliography is given for each project, including, whenever possible, government pamphlets and other publications which can be obtained at minimum cost. Typical projects are "Installment Buying of Cars and Radios" and "A Study of the Grading and Labeling of Canned Goods."

Sample copies of the *Consumer Quiz* may be obtained by writing to Consumers Union, 55 Vandam Street, New York City.



# Salesmanship Books Are Too Easy!

RUFUS  
C.  
BALAAM

RECENTLY I met with a group of teachers representing the great high schools of San Francisco. The purpose of that meeting was to choose a new salesmanship text for those high schools. Book after book was presented and considered. Repeatedly, the decision was negative—not because they were not good books, but because they were not big enough books for this rapidly changing age.

### *Times Change; Books Must*

Changing conditions, changing relationships between capital and labor, changing legislation the purpose of which is to regulate these conditions—all these, looming like giants ahead, made us feel that the challenge had not been fully met by the writers of books, many of which are on single tracks running through only one part of the field.

We decided to wait and to relay the challenge to our publishers to "beat the bushes" with the hope of producing a book of wider range—one that would be worthy of thinking, up-to-date seniors in high school; one that would be the foundation for a more enlightened discussion of present-day problems.

I did not live in the "ox-cart days." However, I did experience the era of the horse and buggy when the appearance of an automobile would draw the curious from miles around, and when the town sages authoritatively declared that heavier-than-air craft would never get off the ground.

In those days, retail salesmen were clerks. There was little competition, so people bought what they could get and were satisfied. Outdoor salesmen were drummers, hale fellows well met, with a hearty laugh and a spicy

yarn always at their command. Salesmanship courses were almost unheard of, but such as we had were sickly, puny things. I well remember that the first one I studied advised the salesman to write his speech, to commit it to memory, and if he could manage to get his foot advantageously placed so that the door could not be closed in his face, to make that speech even though rolling pins and bullets might be flying around him while doing so.

About 75 per cent of our inhabitants were then cultivators of the soil. The centers of trade were small towns scattered here and there, with only a few small cities for distribution points. The general merchandise establishment was a Mecca on Saturday, when there was a general exodus from the country to town. Friend greeted friend as they supplied their needs from the scanty choice of staple articles offered.

### *Machines and Cities*

Then came the era of invention and progress. Machines began doing the work of many men. Great cities sprang up and the country migrated to the city looking for gainful employment. A complicated civilization developed; great merchandising marts arose; great railways were built leading to the populous centers; social life, both night

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► *About Rufus Balaam:* Has sold books, pianos, service, insurance, and more than half a million acres of land. Has been president and sales manager of a land investment company. Understandably, he now teaches salesmanship in George Washington High School, San Francisco. Did educational and membership work in the YMCA for many years, including a period at Camp Bowie during the World War. Now planning new courses in buying, distribution, transportation, production, etc., for his school work is his first love.

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and day, was born, thus making imperative better and finer goods; seasonal specialties multiplied because of the cry that went up for smarter fashions; the need for sanitation and healthful conditions became recognized as a problem to be solved; great manufacturing plants were built to satisfy the demands for better machinery and better goods; chemical laboratories were added to produce finer dyes for textiles—and all these compelled more intelligent buying and selling.

Of course, such astounding development could not go on without giving rise to further problems. The population continued to migrate to the cities. More and more trade marts sprang up, and competition became keener. Goods that had previously occupied their field alone were forced to share that field with others equally as good, made by other equally good factories.

### *Educating the Consumer*

The consumer had to be educated about these new commodities and the outputs had to be turned over frequently; without frequent turnover, both manufacturer and retailer would fail, and people would be thrown out of work.

This would, of course, be a boomerang for business, as it seems to be a perfectly sound philosophy that, if the consumer does not have buying power, the retailer fails; and if he fails, the manufacturer must likewise close his doors. He, in turn, ceases to buy from the producer, and that class becomes bankrupt. And all these events cause more people to be thrown out of employment, thus creating a vicious cycle that gets worse and worse with time.

In the period of change, attention had to be given to consumer education and to turnover. To this the advertiser gave his thought and effort. The art of advertising sprang into the field and developed, almost unbelievably, overnight. Then, following swiftly on the heels of these developments, came another, for the problem of distribution concerns the consumer as well as the retailer and manufacturer.

When the purchaser of goods spends his hard-earned money, he is entitled to get at the most reasonable price those values that

are best adapted to his needs. But how is he to know? He is bewildered by the great variety of both stores and displays with which he finds himself surrounded.

These problems have given rise to what is popularly known as "consumer education," which is closely linked with advertising and the campaign against fake advertising, and which is only one phase of the vast problem of buying and distribution.

The above problems are serious, and their solution is very important, but the American people are today faced with one of just as great import, namely, that of the relations between capital and labor. Beset with "sit-down" and other varieties of strikes, it seems as if the whole industrial and business world is in a turmoil. Both production and consumption are materially affected. Many people are caused to suffer and we wonder what the end will be.

Although we cannot find justification for methods sometimes used, yet we cannot blame the laborer, who has been accustomed to drinking the milk after the pan has been skimmed, for demanding some of the cream. Today, one of the greatest problems of government is to overcome the selfishness of individuals.

Now, after briefly reviewing our situation, where does salesmanship come in? Evidently, this great art is vitally concerned with the movement of goods from the producer, through the manufacturer and the retailer, to the consumer. Therefore, salesmanship is concerned with everything that facilitates or hinders the moving of goods.

### **Knowledge Background—Not Technique**

I submit here and now the thought that a book dealing entirely with the dos and don'ts of selling technique is outmoded in this complicated age. A real salesman of today must have a background of knowledge, so that he can act intelligently. Then there will be no need for committing speeches to memory. He must know the business build-up.

Our schools must recognize that their business departments must offer such courses as mass production, manufacturing, buying (including not only consumer buying but the

whole gamut of buying), transportation, salesmanship (both general and retail), advertising, store management, business correspondence, and, last but by no means least, psychology and sociology.

Why should many of such courses be confined to the universities, when 75 per cent of our boys and girls do not go to universities?

The criticism of our present high school texts is that they are too elementary, not that they are too difficult, and I, for one, believe that usable texts can be produced on any of the above-named subjects—texts enriched by men who have fought out these problems in the actual fields of endeavor, collaborating, perhaps, with educators who are acquainted with child problems and who know how to organize and write books.

Finally, I hope to see the day when teach-

ers of business subjects will not only be asked, "At what university were you prepared, and how many units did you have?" but, "How much actual experience have you had in business and where did you have it?"

I repeat that salesmen cannot be made by filling the minds of students with technique. There must be a broad background of basic knowledge, supplied not by theorists but rather by properly certified teachers who themselves have had actual experience in handling business problems. A high school curriculum worked out to accomplish such dignified results will demand the same respect as that accorded the college preparatory program and will attract the best mentalities of the school, for there is no other field today that offers quite the advantages that business offers.

## Why I Attend Teachers' Meetings

*An Interview with a School Board Member*

AT the annual dinner and meeting of the Westchester County Teachers Association held recently in White Plains, New York, a number of trustees of city school boards in the county were present.

Among the trustees was Mr. Ernest Griffin, of Tarrytown, New York, accompanied by Mrs. Griffin. Mr. Griffin was asked by a representative of the B.E.W. to explain why he was attending a teachers' meeting and what value the meeting was to him. His statement follows.—A. S.

As a trustee of the school board of Tarrytown, New York, I make it my business to know all the 60 teachers of the town and to appraise the relative value of each teacher, as well as the comparative worth of the various departments of our system. If I attend a meeting, serving without pay, it is but natural to assume that the teachers will attend.

I attended the Westchester County Teachers Association to see how our teachers "measure up" with others in the county. Also, I wanted to know what contributions our teachers were making to attain the objectives of business education. At the same time, I learned what the rest of the county were doing, and was able to make certain comparisons. As a result, the commercial teachers of our high school will find our board much more sympathetic to their educational program than if I had not attended.

And don't think I went away without new concepts! For the first time, I was struck with the importance of the social value of a business training, especially of a basic business training. I first realized how important it is that people in general should understand simple business papers and the fundamentals of business law.

When Dr. Gregg told the story of his invention of the shorthand system that bears his name, I realized that he has helped many thousands of young people to earn a livelihood.

I appreciate now how valuable it would be for most of us to have a sufficient knowledge of shorthand so that we could use it in our daily routine. There are many times during the day when I would like to jot down a few ideas, but it takes too long in longhand, so it slips my mind. Many of our boys and girls in high school and college could use shorthand to take notes that now they cannot get.

I also think that a knowledge of the fundamentals of business and business routine would help all our boys and girls, whether in commercial, vocational, or academic courses, to adjust themselves to our social and economic existence.

If I may offer a bit of advice as a member of a school board: By attending conventions of teachers, board members not only learn more about their own teachers but are able to observe other teachers of the type they seek to fill vacancies.

If teachers knew that members of their school board were present, they might take advantage of the opportunity of showing their worth.

# ACCURACY-PERCENTAGE CHART FOR TYPING TESTS

THE chart shown below may be used for determining the percentage of accuracy on typing tests that contain a minimum of

1,500 and a maximum of 5,000 strokes, computed at 50-stroke intervals.

The first column at the extreme left lists

## PERCENTAGE OF ACCURACY

Strokes	Gross Words	1 Error	2 Errors	3 Errors	4 Errors	5 Errors	6 Errors	7 Errors	8 Errors	9 Errors	10 Errors
1500	300	96.66	95.33	90.00	86.66	83.33	80.00	76.66	73.33	70.00	66.66
1550	310	96.77	95.58	90.32	87.09	83.87	80.64	77.41	74.22	71.32	67.74
1600	320	96.87	95.75	90.62	87.50	84.37	81.25	78.12	75.00	71.87	68.75
1650	330	96.96	95.95	90.90	87.87	84.84	81.81	78.78	75.75	72.72	69.69
1700	340	97.05	94.11	91.17	88.26	85.29	82.35	79.41	76.47	73.52	70.58
1750	350	97.14	94.28	91.42	89.57	85.71	82.85	80.00	77.14	74.28	71.42
1800	360	97.22	94.44	91.66	88.88	86.11	83.33	80.55	77.77	75.00	72.22
1850	370	97.29	94.59	91.86	89.18	86.48	83.78	81.08	78.37	75.67	72.97
1900	380	97.36	94.73	92.10	89.47	86.84	84.21	81.57	78.94	76.34	73.68
1950	390	97.43	94.87	92.30	89.76	87.17	84.61	82.05	79.48	76.92	74.35
2000	400	97.50	95.00	92.50	90.00	87.50	85.00	82.50	80.00	77.50	75.00
2050	410	97.56	95.12	92.68	90.24	87.80	85.36	82.92	80.48	78.04	75.60
2100	420	97.61	95.25	92.85	90.47	88.09	85.71	83.33	80.95	78.57	76.19
2150	430	97.67	95.34	93.02	90.69	88.37	86.04	83.72	81.39	79.06	76.74
2200	440	97.72	95.45	93.18	90.90	88.63	86.36	84.09	81.81	79.54	77.27
2250	450	97.77	95.55	93.33	91.11	88.86	86.66	84.44	82.22	80.00	77.77
2300	460	97.82	95.65	93.47	91.30	89.13	86.97	84.78	82.60	80.43	78.26
2350	470	97.87	95.74	93.63	91.48	89.36	87.44	85.10	82.97	80.85	78.74
2400	480	97.91	95.83	93.75	91.66	89.58	87.50	85.41	83.33	81.25	79.16
2450	490	97.95	95.91	93.87	91.83	89.79	87.75	85.71	83.67	81.65	79.52
2500	500	98.00	96.00	94.00	92.00	90.00	88.00	86.00	84.00	82.00	80.00
2550	510	98.05	96.07	94.11	92.15	90.11	88.21	86.27	84.31	82.35	80.39
2600	520	98.07	96.15	94.23	92.30	90.36	88.46	86.53	84.61	82.69	80.76
2650	530	98.11	96.22	94.33	92.45	90.56	88.67	86.79	84.90	83.03	81.13
2700	540	98.16	96.26	94.44	92.59	90.75	88.88	87.05	85.18	83.33	81.48
2750	550	98.19	96.36	94.56	92.74	90.90	89.09	87.27	85.45	83.65	81.81
2800	560	98.21	96.42	94.64	92.85	91.07	89.28	87.50	85.71	83.92	82.14
2850	570	98.24	96.49	94.75	92.98	91.22	89.47	87.71	85.98	84.21	82.45
2900	580	98.27	96.55	94.82	93.10	91.37	89.65	87.93	86.20	84.48	82.75
2950	590	98.30	96.61	94.91	93.22	91.52	90.83	88.13	86.44	84.74	83.05
3000	600	98.33	96.66	95.00	93.33	91.66	90.00	88.33	86.66	85.00	83.33
3050	610	98.36	96.72	95.08	93.44	91.80	90.16	88.52	86.88	85.24	83.60
3100	620	98.39	96.77	95.16	93.54	91.93	90.32	88.70	87.09	85.48	83.87
3150	630	98.41	96.82	95.23	93.65	92.06	90.47	88.88	87.30	85.71	84.12
3200	640	98.43	96.87	95.31	93.75	92.18	90.62	89.06	87.50	85.93	84.37
3250	650	98.46	96.92	95.38	93.84	92.30	90.76	89.23	87.69	86.15	84.61
3300	660	98.48	96.96	95.45	93.93	92.42	90.90	89.39	87.87	86.36	84.84
3350	670	98.50	97.01	95.52	94.02	92.53	91.04	89.55	88.05	86.56	85.07
3400	680	98.52	97.05	95.58	94.11	92.64	91.17	89.70	88.23	86.76	85.29
3450	690	98.55	97.10	95.65	94.20	92.75	91.30	89.85	88.40	86.95	85.50
3500	700	98.57	97.14	95.71	94.28	92.85	91.42	90.00	88.57	87.14	85.71
3550	710	98.59	97.18	95.77	94.36	92.95	91.54	90.14	88.73	87.32	85.91
3600	720	98.61	97.22	95.83	94.44	93.05	91.66	90.27	88.88	87.50	86.11
3650	730	98.63	97.26	95.89	94.52	93.15	91.78	90.41	89.04	87.67	86.30
3700	740	98.64	97.29	95.94	94.56	93.24	91.89	90.54	89.18	87.83	86.48
3750	750	98.66	97.33	96.00	94.66	93.33	92.00	90.66	89.33	88.00	86.66
3800	760	98.68	97.36	96.05	94.73	93.42	92.10	90.78	89.47	88.15	86.84
3850	770	98.70	97.40	96.10	94.80	93.50	92.20	90.90	89.61	88.31	87.01
3900	780	98.71	97.43	96.15	94.87	93.58	92.30	91.02	89.74	88.46	87.17
3950	790	98.73	97.46	96.20	94.93	93.67	92.40	91.13	89.87	88.60	87.34
4000	800	98.75	97.50	96.25	95.00	93.75	92.50	91.25	90.00	88.75	87.50
4050	810	98.76	97.53	96.29	95.06	93.82	92.59	91.35	90.12	88.88	87.65
4100	820	98.78	97.56	96.34	95.12	93.90	92.68	91.46	90.24	89.02	87.80
4150	830	98.79	97.59	96.38	95.18	93.97	92.77	91.56	90.36	89.15	87.95
4200	840	98.80	97.61	96.32	95.23	94.04	92.85	91.66	90.47	89.28	88.09
4250	850	98.82	97.64	96.47	95.29	94.11	92.94	91.76	90.58	89.41	88.23
4300	860	98.83	97.67	96.51	95.34	94.18	93.02	91.86	90.69	89.53	88.37
4350	870	98.85	97.70	96.55	95.40	94.25	93.10	91.95	90.80	89.65	88.50
4400	880	98.86	97.72	96.59	95.45	94.31	93.18	92.04	90.90	89.77	88.63
4450	890	98.87	97.75	96.62	95.50	94.38	93.25	92.13	91.01	89.88	88.76
4500	900	98.88	97.77	96.66	95.55	94.44	93.33	92.22	91.11	90.00	88.88
4550	910	98.90	97.80	96.70	95.60	94.50	93.40	92.30	91.20	90.10	89.01
4600	920	98.91	97.82	96.73	95.65	94.56	93.47	92.39	91.30	90.21	89.13
4650	930	98.92	97.84	96.77	95.69	94.62	93.54	92.47	91.39	90.32	89.24
4700	940	98.93	97.87	96.80	95.74	94.68	93.61	92.55	91.48	90.42	89.36
4750	950	98.94	97.89	96.84	95.78	94.73	93.68	92.63	91.57	90.52	89.47
4800	960	98.95	97.91	96.87	95.83	94.79	93.75	92.70	91.66	90.62	89.58
4850	970	98.96	97.93	96.90	95.87	94.84	93.81	92.78	91.75	90.72	89.69
4900	980	98.97	97.95	96.93	95.91	94.89	93.87	92.85	91.83	90.81	89.79
4950	990	98.98	97.97	96.96	95.95	94.94	93.93	92.92	91.91	90.90	89.89
5000	1000	99.00	98.00	97.00	96.00	95.00	94.00	93.00	92.00	91.00	90.00

the total number of strokes; the second column, the total number of standard 5-stroke words. The next ten columns show the percentages of accuracy based on a deduction from the gross words typed of ten words for each error.

Directions for using the chart: Locate in the first column the number of strokes nearest to the total number of strokes typed by the student. Follow the line of this figure as far to the right as is necessary to reach the

column headed by the figure that corresponds to the total number of errors in the test. The percentage grade will be found at the intersection of that column with the horizontal line extending from the extreme left-hand column.

Illustration: A student who types 2,700 strokes with 5 errors will have an accuracy percentage of 90.75.

—Sister St. Rita, *Academy of the Holy Angels, Minneapolis, Minnesota.*

## “Speed ‘em Up” Typing Drills

W. A. LARIMER

*Director of Business Administration, North Texas State Teachers College, Denton*

No. 3 of a Series

THIS list of sentences is intended to aid the student of typing in gaining a mastery of the most frequently used words. A list of 1,200 words was divided into groups of fifty words, and fifty words in turn made into groups of ten sentences. These words are found in the so-called “1,000 most-used word lists.”

Each set of ten sentences is composed of the words of the group being used, with the addition of the words of previous groups. These sentences, practiced in repetition, should make the word-pattern of a frequently used vocabulary part of the student’s equipment, helping him rise above the single-letter level.

### VII

That poor teacher is sick and the train ride will tire her.

The big cat left us in September but was brought back in October.

My guess is that he lost his mind before we took him on that visit.

I wonder if the women of this conference understand everything is done.

You had better begin according to the desire of those present now.

I remember we were sorry when he died in January several years ago.

It is possible those glass feet broke during the show on Wednesday.

He held the line high so that we could intersect it at its center.

Whether or not the car went, it was hard to run it by itself.

She is the one upon whom our board will place less work.

### VIII

We may bring the case against that company along in July.

Father may charge you to attend court one hot forenoon in August.

That large lady is the wife of the man who made the address.

In regard to my report, I have seen seven of the family you speak of.

If you follow this plan of action, you will finish work in February.

Every member should vote in November on this matter.

The cost of our trip will change when we reach the open part of the city.

We may spend the whole evening with the woman whose reply you saw.

We have known, however, the cut would come in January.

### IX

I am afraid we will be too busy in April to copy that bill.

The director may decide to deal with you folks early in December.

Mrs. March was happy when she heard your reply to her question.

Maybe we can study the issue about the water in the lake this winter.

They were together when this was written at the end of last summer.

Rain is certain to come between the first of December and Christmas.

That person may move near the pass if she can obtain a clean dress.

He was rather prompt except when he ran over the lake road.

She will sit and turn the small ring this way and that.

You may either go farther and stamp the bill or become lost.

**S**HORTHAND teachers are familiar with the oft-quoted expression, "Reading is the be-all and the end-all of shorthand." With reservations, we apply this quotation to the teacher's professional out-of-school life. In other words, we are not talking about the teacher's performance in the classroom. We are thinking of the time spent out of school in professional activity. Reading, while not a "be-all" nor an "end-all," is, as a matter of fact, an essential element in professional advancement.

**Why read?** There are at least four good reasons why the teacher should engage in a systematic professional reading program:

- (1) The "powers-that-be" read.
- (2) The rate of social-economic and educational change is being accelerated.
- (3) Reading is a short-cut.
- (4) We need stimulating contacts with other mature minds.

### *The "Powers-That-Be" Read*

Talk with your superintendent, principal, department head, or a wide-awake school trustee. You will find that he has been reading about the experimental programs carried on in thirty schools under the auspices of the Progressive Education Association, that he has been looking into the matter of Gestalt psychology, that he has read the reports of the Society for Curriculum Study, and that he knows something about current educational events.

If your administrator is interested in business education, he will know about the Functional Method of teaching Gregg Short-hand, the Dvorak typewriter keyboard, the new courses in consumer education, and proposed curriculum changes such as those in progress in the state of Oklahoma.

Indeed, successful administrators make it their business to keep in touch with new developments in all fields under their jurisdiction. In fact, in some communities you will find out more about new programs in business education—such as the classes for workers in distributive occupations established under the George-Deen Act—from the general administrator than from the teacher of business subjects.

Why is this true? Because part of the program which has led to his promotion has been the habit of reading along professional lines. The implications for the teacher who wishes to stand well with the administration are obvious.

The reader makes a better impression during an interview than does a non-reader. For example, if your administrator were to ask about the clerical tests developed jointly by the Eastern Commercial Teachers' Association and the National Office Management Association, would you be able to discuss them with him?

One young teacher got the first position for which he applied because he went to his interview after a thorough reading of an article recently published by the principal. To be sure, he had the other necessary qualifications, too. Another teacher missed his opportunity when he was asked what had been written on a certain subject and he did not know that the leader in that particular field was on the interviewing committee before which he appeared.

"Because the powers-that-be read" is, after all, a selfish reason for reading. Let us examine the others.

# Would You *Then F*

JESSIE GRAH

Changes in social and economic  
tion are taking place so rapidly that  
means we have of keeping up to date  
radio and the motion-picture screen  
motion pictures, such as the "Magazine"  
purpose as does reading. The radio  
magazine present up-to-the-minute  
a necessary delay in the publication  
absolutely essential for careful and  
all subjects.

This recommendation of current many books sounds suspiciously like a certain extent, it is. In our specialized field, however, it makes it necessary to skim large numbers of books.

## *Reading Is a*

As individuals, we cannot possibly all the fields with which we should even though we do not have the special methods to be used on various that reported by Esta Ross Stuart University, we can read the reports and

A business man or college professor grant an interview to everyone who take the time to write an article that thousands of readers can profit.

Just as, through our own education  
“heirs of all the ages,” so, because



**About** L  
of the B.E.  
and a co-  
author of  
secretarial  
Southern  
several su-  
San Jose  
years; became  
Metropolitana  
1937. Now  
education,  
of the Na-

# You Advance? Read!

AHAM, Ph.D.

life, in business, and in education that reading is one of the few date. We must include here the green. Educational broadcasts and "March of Time," serve the same radio, the screen, and the current information, whereas there is aion of books. Books are, of course, and thorough study of practically

rent material and advice to read like a plea for superficiality. To special fields, we cannot afford to be however, the rapidity of change surfaces.

## *As a Short-Cut*

possibly carry on all the research into could be acquainted. For example, facilities to carry on research into various levels of learning, such as Hart and others of Columbia University and apply the results.

A professor who could not possibly who requests it may be willing to write for an educational magazine so profit by his store of experience.

Educational experiences, we are the use of our current professional read-

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Dr. Graham: Book-review editor of *B.E.W.* ever since there was a *B.E.W.*, contributor to other publications. Co-author of books on research and collegiate practice. Ph.D., University of California. Taught there during summer sessions. On the faculty of State Teachers College for some time. Became assistant to Principal Bullock, Metropolitan High School, Los Angeles in 1928. Assistant supervisor of commercial education, Los Angeles, and associate editor of *National Business Education Quarterly*.

ing, we are familiar with what is going on in the educational world. Thus, without having first-hand experience, we profit from the discoveries of our colleagues.

## *Contacts With Mature Minds*

Our daily contacts with young people are stimulating and enjoyable. In addition to these contacts, however, we need the stimulation which comes from knowing what is going on in more mature minds. While pupils express many good ideas—which, in the majority of cases, they get through reading—these ideas should not be our sole mental fare. We need the challenge of the thoughts of specialists and "pioneer thinkers" as well.

We must not be like the woman who excuses her son's tendencies toward hermit life by saying that birds and animals are much better company for him than are human beings. Some teachers are professional hermits. Our "company" in this complex world should include the sources of a wide variety of points of view—mature as well as immature.

## *Excuses for Not Reading*

Teachers who do not read have excuses which, on the surface, appear to be valid. One teacher says, "I have six large typewriting classes each day, quantities of papers to correct, and a homeroom. How can I read?"

Worse still, another teacher has six classes, each subject different from the others, requiring six "preparations."

These teachers are overloaded, with little relief in sight until school budgets are expanded.

An eye-opening study, but one that will, in all probability, never be made, would be an investigation which resulted in the discovery of the correlation between teaching efficiency and number of papers "taken home." Conscientious and careful reading of pupils' papers produces good results. It may be, however, that too high a price is paid for these results. If the teacher's energy is sapped and there is time for no professional reading or relaxation, the price is too high.

The encouragement of pupil proofreading, the use of clerical assistants, reading only of those papers which have passed a certain standard (if a pupil has found ten errors in his typing paper, it will not help him much if you discover the eleventh), a budget system for the handing in of papers, the random selection of a certain number of papers for careful reading, a pupil reading committee—these and other schemes are used by teachers to lighten the burden of "paper work."

There are more calls upon a busy teacher's time than can possibly be filled. An administrator remarked recently to a subordinate, "Your efficiency will be measured by the *selection* you make of activities, for you cannot possibly respond to all the calls on your time."

This matter of overloading the teacher's program is a serious one. The selections made for the time budget should free some time for professional reading and some for relaxation.

Another excuse of the non-reader is that he does a good job of teaching, which is much more important than anything else, the implication being that professional reading is not necessary so long as the classroom work is going well. *Good classroom work is important.* But how can the teacher know that he is using the best methods and meeting the demands of business unless he reads? Is he ready to fit into a new educational program if he does not read?

### A Reading Program

The most satisfactory way of keeping up to date with professional reading is to follow a systematic plan. A certain teacher finds it satisfactory to spend one evening a week at the public library or at home with her magazines and books.

*Summary.* This whole matter may be summarized by a quotation from a letter I

received recently from a colleague in business education:

Many teachers fail to realize that one of the surest methods by which they continue to "grow," once they are on the job, is by reading all the good literature they can get hold of pertaining to their work. Without this out-of-school activity, they lose contact with the profession and—just vegetate.

To address a message on the importance of professional reading to the readers of a professional magazine is indeed "carrying coals to Newcastle." It is like a scolding given to the pupils who come to school, because there are so many absentees. But it is hoped that the readers will do some good deeds by calling to the attention of their non-reading friends the outstanding items of professional reading which they encounter.

A reading program, while not literally a "be-all" nor an "end-all," is an essential part of the teacher's out-of-school activity.

## Tri-State Holds Spring Meeting

THE Tri-State Commercial Education Association held its annual spring convention at Pittsburgh, April 8 and 9.



KENNARD E. GOODMAN

A complete report of the convention will be published in the June issue.

For the first time in the history of the association, a president was elected from a state other than Pennsylvania.

The new president is Kennard E. Goodman, of the John Hay High School, Cleveland, Ohio.

## Summer Graduate Program At University of Arkansas

A NEW graduate program in commercial education will be offered at the University of Arkansas, Fayetteville, during the coming summer session, June 9 to July 19. The program will be administered jointly by Dean H. G. Hotz of the School of Education and Dean C. C. Fichtner of the School of Business Administration.

Courses will be offered in methods of teach-

ing the commercial subjects, curriculum construction, and organization of commercial education.

R. N. Tarkington, of Hofstra College of New York University, has been appointed to take charge of the work. He received his B.A. in commerce at Northeastern Teachers College, Tahlequah, Oklahoma, and his M.S. in business administration from Oklahoma A. & M. College. He is now completing two years of study for his doctorate at New York University. He has had fourteen years of teaching experience.

## Sixth Annual Commercial Schools Contest

THE sixth annual International Commercial Schools Contest will take place in the Hotel Sherman, Chicago, June 21-22.

There are three classifications for contestants: Class A, Novice (less than two semesters); Class B, Amateur (less than four semesters); and Class C, open to all students. Tests are to be given in shorthand, typewriting, bookkeeping, machine calculation, and dictating machine operation.

For full information about the entrance of students into the contests, write to the chairman, W. C. Maxwell, Hinsdale (Illinois) High School.

Other members of the executive board are Helen Hartman, secretary, Jos. T. Ryerson & Son, Chicago; Lillian Murray, East Peoria (Illinois) High School; Mrs. Marion F. Tedens, Chicago Board of Education; and D. C. Beighey, Western Illinois State Teachers' College, Macomb. Professor George R. Tilford, Syracuse (New York) University, is chairman of the advisory board.



# Integration In Business Education

RAY G. PRICE

In order that our boys and girls may meet the problems of the business world both as producers and as consumers, we must broaden our course in business education to give them a real understanding of our economic order and the problems of business, as well as personal business problems.

The need for a more general type of business education is not questioned by most commercial teachers. Their recognition of this need has grown at an increasing rate in the past few years. Businessmen also see this need for more general training. C. S. Coler, of Westinghouse Electric, contributes this statement:<sup>1</sup>

The present-day need has shifted definitely from production to distribution and consumption. This trend should be favorable to commercial education, but it definitely calls for a careful study of needs and a revision of objectives, courses, and standards.

More and more, as our schools develop vocational courses, they will face the responsibility of selecting those students best qualified to be trained for vocations and of controlling the numbers admitted so as to maintain vocational balance.

This quotation is typical of the opinions of many business men and business educators. Our standards of achievement in strictly technical vocational education are satisfactory, but our standards of achievement in economic and general business education are too low.

## What Should General Business Training Include?

If we are to shift some of our emphasis from the vocational training to the more general, what should be the nature of such training?

<sup>1</sup>"Jobs," *Tri-State Commercial Education Association Bulletin*, Fall, 1934.

All business teachers should have an understanding and appreciation of the major fields of business such as, finance, production, marketing, banking, insurance, consumption, etc.

### **Marketing**

It is recognized today that the marketing of goods is one of the most important problems of business. The cost of marketing many products is greater than the cost of producing them. The process of marketing employs an ever increasing number of individuals, and it has become, because of its importance in the success or failure of a business enterprise, one of the most significant of the business fields.

### **Consumption**

The problem of consumption, the wise use of income, becomes a problem of which the business departments of our schools must accept their share of responsibility. Every student should be given an understanding of the ways and means by which he can receive the maximum value in return for his expenditures. He should have an understanding and appreciation of the methods of buying and selecting as well as a knowledge of the art of selling. He should be trained to analyze his needs in terms of his income. He should be taught to seek more effective means of investing and providing for economic security.

► **About Ray Price:** Assistant professor and supervisor of program in commercial education, University of Cincinnati. Formerly on the faculty of Indiana State Teachers College, Terre Haute. B.S. degree from the same institution; M.A. from the University of Chicago. Author of several articles on consumer education published in the B.E.W. and of a series of tests in commercial law.

An integrated social-business course that will take the student through four years of continuous study of material representing the social and practical aspects of business is being given serious consideration by some business educators. The aim of such a course is to present logically the production and consumption phases of business education, with a minimum of overlapping and duplication.

### ***A View of Business as a Whole***

An integrated course in social-business education would constitute a view of the field of business as a whole rather than segregated, unrelated, single-course offerings. Many schools offer one, two, or three of the social-business subjects as separate and distinct subjects with no apparent relationship. Such halfway planning of the business curriculum should be supplanted by an integrated program of business education that will properly emphasize the whole field of business and its social relationships.

### ***General Objectives of an Integrated Course***

The major purpose of such a course may be stated thus:

To obtain a better understanding and appreciation of the operation of our economic business system, the worker's and buyer's place in that system, and its advantages and disadvantages from the worker-buyer's viewpoint as an earner, a spender, and a citizen.

Additional objectives may be to give an understanding and appreciation of the following:

1. The elementary principles of economics and the social significance and function of business.
2. Such major phases of business activity as production, marketing, insurance, finance, etc.
3. The problems of business management, especially of the small business enterprises.

The objectives concerned with business as it affects the individual consumer are to obtain an understanding and appreciation of:

1. The relationship of our acts as consumers to the social and economic welfare of the community.
2. The need for better management of income.
3. The problems of the consumer as a choice-maker and as a buyer.

4. How to buy and use the goods and services of business.

### ***The Proposed Program***

#### **NINTH GRADE**

*Ninth Grade—Elementary Economic Business Principles.* This course should consist of an elementary study of our economic business structure, what business is, and how it operates in getting goods from producer to consumer. The elementary problems of finance, transportation, buying and selling (with emphasis on consumer point of view), and elementary legal aspects of business relationships and the individual should also be considered.

#### **TENTH GRADE**

*Tenth Grade, First Semester—Economic Geography.* This course should give the student an insight into the interdependence of people, industries, and nations. A study of products, markets, and trade should add to the student's general concept and knowledge of our economic business system and should supply excellent background material for the more advanced social-business course.

*Tenth Grade, Second Semester—Marketing and the Consumer.* A study of the market structure, functions performed, and cost involved. Much consumer material could be introduced in this course.

#### **ELEVENTH GRADE**

*Eleventh Grade, First Semester—Advanced Business Principles.* This course should be a general presentation of business and business relationships with society, the community, and the individual. The characteristics of business, business and the consumer, interpretation of business records, investments, insurance, etc., would be given a much more thorough and mature treatment than is given in the ninth-grade course.

*Eleventh Grade, Second Semester—Business Organization and Management.* This study of the problems of control and management in business could be of real value because the preceding social-business subjects would have given the student an intelligent comprehension of the problems of business.

#### **TWELFTH GRADE**

*Twelfth Grade, First Semester—Business Law.* The usual course in business law with major emphasis on contracts would fit into the proposed integrated course in business education. Social values as well as application to the individual and to the family should be given greater consideration.

*Twelfth Grade, Second Semester—Economics.* This course should give the student an understanding of the current trends in economic life and the various economic principles and their practical application.

*(To Be Concluded)*

# GREGG SPEED BUILDING X-RAY CHARTS

Prepared by Clyde Blanchard

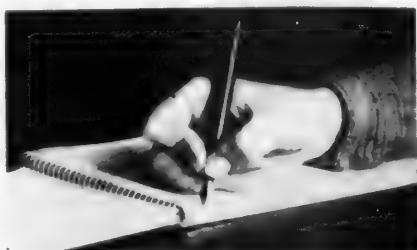
## Chart No. 5—*Pen Pinching*

ONE of the greatest drawbacks to speed that I have noted among the students in my court-reporting classes is pen pinching. The bad effects of pen pinching are not evident, as a rule, until the student passes the 120-word level and begins to lengthen his takes to five minutes or more. When that

affect the usefulness of the writing arm.

In order to concentrate attention upon this fault of many shorthand students, I am saying nothing about the correct writing position. The illustration below, showing the writing hand position of Martin J. Dupraw, the world's shorthand champion, tells its story

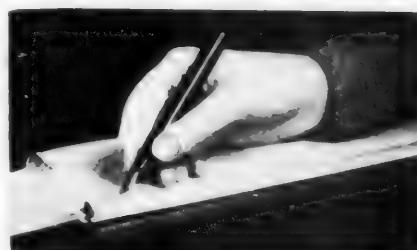
1.



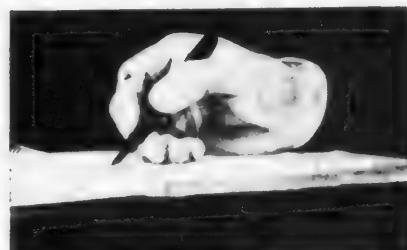
2.



3.



4.



1. Pen pinching kills speed. 2. A simple remedy—bandage the finger.  
3. A complete cure; no more pinching. 4. Hand position of Martin J. Dupraw, World's Shorthand Champion.

stage of his shorthand training is reached, I feel very sorry for him if he has developed the habit of pinching the pen.

One of the effects of pushing speed to a higher level is the natural tendency to tighten up the writing muscles because they have not yet learned to function easily and smoothly at this higher speed. This condition is bad enough for the student who does not pinch the pen, but it brings an added handicap to the pen pincher.

Pen pinching, if it is not eliminated early in the shorthand course, will not only limit the student's speed to a low level but will also, sooner or later, bring on a very painful physical condition that might permanently

simply and completely. (Illustration No. 4.)

Illustrations of the writing position of other experts will show many variations but not a single pen pincher.

Pen pinching is easy to remedy. There may be several effective remedies. The one I have found most successful in my own classes is pictured above. I wind around the offending finger several inches of adhesive gauze bandage. It is not advisable to wind the gauze tightly—just enough to make it difficult for the finger to bend at the knuckle.

If you have no better remedy, try this and let me know the result. I shall also appreciate your sending me a description of any other remedy that you have found successful.

# A Contest for Salesmanship Students

JOHN N. GIVEN AND WILLIS M. KENEALY

*In Charge of Commercial Education  
Los Angeles City Schools*

Regional Supervisor

*California State Board of Education*

**SITUATION:** The Town Pride General Hardware Store is located in a community of 4,000 people. The proprietor's knowledge of merchandise display and sales technique would have been out of date even twenty-five years ago. He does a fair business, however, as he has the only hardware store in town and he grants liberal credit to his customers.

## CHARACTERS:

*RODNEY THISTLEWAITE, owner of the Town Pride Hardware Store.*

*SILAS STRANGEFELLOW, bookkeeper.*

*SAM LEGREE, salesman.*

*WILLIAM ABERNATHEY, stock boy and helper.*

*MRS. IVAN STRONGHOF, a customer.*

**PLACE:** *The interior of the Town Pride General Hardware Store.*

**TIME:** *About 8:30 a.m., Monday.*

**SETTING:** *There is an atmosphere of activity in the store, which has just opened for business. The salesman is busy rearranging items on the shelves. The bookkeeper is at his high desk in a booth toward the rear of the store.*

**HELPER** (*entering and looking around cautiously*). Gosh, I'm late. Is the boss in?

**SALESMAN.** No, lucky for you. Congratulations—this is the first morning you've been only five minutes late for the past three months. You've got a great future behind you.

**HELPER** (*giving the salesman a mean look and walking by the bookkeeper's office*). How you doin', Pop? The red ink still holding out?

**BOOKKEEPER.** You better get your work clothes on, young man, before Mr. Thistlewaite sees you. (*Aside.*) I don't know what's come over the younger generation. They're interested only in wise cracks and what the best girl thinks of the new tie. My, my, I wish the good old days would come back.

**STORE OWNER** (*enters pompously*). Good morning, everybody. Nice morning.

**SALESMAN and BOOKKEEPER (together).** Good morning, Mr. Thistlewaite.

(*Mr. Thistlewaite is not only pompous but near-sighted, and because of his vanity he refuses to wear glasses. It is common gossip among the help that they can tell what he had for breakfast by looking at his vest.*)

**HELPER** (*entering*). Good morning, Mr. Thistlewaite.

(*To the bookkeeper, under his breath.*) Eggs again today.

**MRS. IVAN STRONGHOF** enters, glancing around diffidently.

**SALESMAN.** Good morning. What do you want?

**MRS. STRONGHOF.** Well, I don't know. I thought I might be interested in a radio, but I'm not sure.

**SALESMAN.** We have some very fine values here. I'll show 'em to you. Did you have any particular type or style in mind?

**MRS. STRONGHOF.** No, but I can't afford to buy one of these expensive ones. I have in mind something smaller.

**SALESMAN.** That one you are looking at there is one of our best sellers. It retails for \$99.90, but the best buy for the money is our 16-tube super-heterodyne, which sells for \$285. It has a mahogany cabinet with beautiful inlays of bird's-eye maple.

**MRS. STRONGHOF.** My goodness, that's too much money for me. Don't you have anything cheaper than that?

**SALESMAN.** Well, we do have cheaper radios, such as this one. (*Salesman points to a small table model, which retails for \$22.*) Of course, it is much inferior to what we call our standard merchandise.

**MRS. STRONGHOF.** Who makes this radio? I have heard that the Long Distance Radio is a good one.

**SALESMAN.** This radio is made by—now let me think, who does make it? Well, we can tell by looking at the manufacturers' plate. (*He turns radio around.*) Oh yes, it is made by the Broadcast Company.

**MRS. STRONGHOF.** Can I get Cincinnati on this radio?

**SALESMAN.** Oh, sure! This radio will give you fine programs if you are interested in long-distance reception.

**MRS. STRONGHOF** (*examining the radio more carefully*). I don't know very much about radios, but my husband says I should find out how many tubes it has.

**SALESMAN.** This model has—now let me see, I don't remember just how many tubes it does have. (*Turning the radio again, he counts.*) One, two, three, four, yes, it has five tubes.

MRS. STRONGHOF. I would like to hear the radio. Can you tune it in for me?

SALESMAN. Why, yes, I can. (*Turning to the clock and noticing the time.*) The local station is now broadcasting the Dainty Tid-Bit Hour. We are just in time for that most interesting program. (*Plugs radio wire into socket and tunes to the local station.*)

MRS. STRONGHOF. My, isn't it awfully shrill?

SALESMAN. Well, of course, Miss Tilly, who is in charge of that program, *does* have a very shrill voice. This radio gives faithful reproduction, so the voice would have to be shrill.

MRS. STRONGHOF. Oh, I don't like that program at all. Let me see if I can get something else. (*Reaches toward radio.*)

SALESMAN *placing both hands over the dial.* I am sorry, but we have a ruling that customers must not handle the merchandise. It is very sensitive and delicate to the touch. However, I shall be glad to get any station you wish.

MRS. STRONGHOF. Oh, I'm sorry. This radio doesn't have any static, does it?

SALESMAN. Absolutely not. We guarantee all our radios to give absolute reception under any and all circumstances.

MRS. STRONGHOF. Is this a solid mahogany cabinet?

SALESMAN. It certainly looks like it, doesn't it? Yes, I'm sure it is. (*Refers to catalogue, laughing to himself.*) No, I'm wrong. It states here that it is made of pine wood with a mahogany finish. But, after all, it couldn't give any better reception with a mahogany cabinet, and this certainly looks fine, doesn't it?

MRS. STRONGHOF. Well, I think I'll look around a little more before I buy, although I would like to have a radio for this evening's programs.

SALESMAN (*truculently*). What's the matter with this radio?

MRS. STRONGHOF. I just don't think that it will give me the kind of reception I want. I understand that you don't put them out on trial. Is that correct?

SALESMAN. We wouldn't think of letting a customer have this merchandise in his home unless it was purchased. We can give you a good demonstration here. It would be too much trouble for us to have the radio sent to your home and then to pick it up after a day or two. After all, you can find out all about the radio here.

MRS. STRONGHOF. I tell you, young man, if you will guarantee long distance and international reception without static, under all conditions, I will buy the radio now.

SALESMAN. Certainly. We will guarantee this radio in every respect. It is one of the finest radios on the market.

MRS. STRONGHOF. I can only pay \$10 down.

SALESMAN. On a lease contract we can sell you this radio for \$1 down and a \$1.50 a week.

MRS. STRONGHOF. I sign some kind of contract?

SALESMAN (*fumbling in drawer*). Yes, we have the usual lease-contract form here. (*Brings out a*

*closely printed document of legal form, four pages in length.*) Do you want to sign for the radio now?

MRS. STRONGHOF. Yes, I might as well. Goodness, what do all these *whereuses, parties of the first part, thereforees*, and such mean?

SALESMAN (*busily filling out form*). Oh, that's nothing. It is just the usual form customers sign. It is really just a matter of procedure. It doesn't mean a thing. Now, what is your name? (*Takes name, address, model number of radio, and completes filling in blank.*) Now, Mrs. Stronghof, will you please sign here?

MRS. STRONGHOF (*without reading, signs the contract.*) Then you will deliver this radio this afternoon?

SALESMAN. Yes, we will, providing you don't live too far away. There is a slight delivery and installation charge if we send the merchandise out. It will amount to \$2.80. Why don't you take the set with you?

MRS. STRONGHOF. In that case, I will.

(SALESMAN *pulls plug from socket, wraps wire around radio, and hands it to the customer.*)

MRS. STRONGHOF. Will you wrap it up for me?

SALESMAN. Oh, you want it wrapped. Yes, we'll wrap it for you.

(MRS. STRONGHOF *takes the parcel and leaves.*)

### Instructions

Without changing any of the customer's remarks, rewrite the salesman's statements so as to build up a favorable selling situation. Make a separate paragraph of each one. You need not copy the customer's statements.

### Rules for Salesmanship Contest

1. All students are eligible. No fee is required. No papers will be returned or commented upon.
2. Papers should be typewritten.
3. Entries must be mailed to the Department of Awards, The Business Education World, 270 Madison Avenue, New York, N. Y., not later than May 20. Save postage by mailing all entries from one class in one envelope.
4. Each entry should bear, at the top, the student's name, school address, and teacher's name; also the student's home address. Prizes will be sent direct to students' home addresses.
5. Awards will be as follows: First prize, \$5; second prize, \$3; third prize, \$2; fourth prize, \$1.
6. The contest judges will be John N. Given, Willis Kenealy, and Dorothy M. Johnson.

# B.E.W. AWARDS DEPARTMENT NEWS

## Latest News of the Project Contest

SO many contest papers have come into our offices that the mail carriers have stopped looking worried; they simply look resigned! The contest has not yet ended as these words are being written, so we cannot give total figures, but the papers received thus far—with the end-of-contest shipments yet to be tallied—total almost 6,000.

Here in our own offices, the judges' desks are piled high. In other parts of the city, experienced teachers are unloading contest papers from bulging briefcases to work with us in the judging. You are looking forward to receiving the June issue of the *BUSINESS EDUCATION WORLD*, we know, because in it will be published the complete returns in all four contest classifications. You should see the four school cups! (Perhaps you will see one with your school's name engraved on it.)

## New Friends and Old Friends

IT has been gratifying to check over the names that are familiar to us and also to see how many new schools participated in the contest. The girls who check in the papers can be heard chirping happily about the incoming papers:

"Here's Miss Smith again—a small class, but she always sends such *good* papers. . . . Look, seventy from this school, and it's a new one! . . . Another big shipment from Canada, and Honolulu came in just before lunch. My brother will love those stamps. . . . Express package from Los Angeles? Put it down there, Angelo. Would you look at the size of it! . . . Such beautiful handwriting on these bookkeeping papers. I hope they get a prize. . . . Good—papers from that Burns man. First time this year. . . . Look at this—nearly four hundred all in one pile!"

## Did You Miss Something?

IN leafing through this issue, preparatory to leaning back and reading it carefully, did you notice that three of the usual features "turned up missing?"

The May projects in bookkeeping, junior business practice, and business letter writing have been omitted so as to leave room for several important articles that simply must be published before the summer recess. That does not mean that those of you who have not ordered the projects in pamphlet form will not see the projects, though. All you need to do is ask us for them.

The projects for April and May were published together in pamphlet form and distributed so that schools with early closing dates might have them both in April, in time to finish the series before vacation time. In some classes, a student who finishes the year with eight gold seals on his Certificate of Achievement, signifying that he has submitted a satisfactory entry in every project in that subject during

the year, is excused from the final examination. We did not wish to wreck such an attractive plan by failing to get the projects to such schools on time!

Any teacher (or student in a teacher-training institution) can have a copy of any April-and-May project pamphlet for the asking. Be sure to specify the subject—junior business practice, bookkeeping, or business letter writing. Copies for students are, as usual, only 2 cents each.

You whose students do not participate in these projects may be wondering where you can get the keys to the problems and our comments on the solutions. Just send a stamped envelope (preferably a large one), addressed to yourself, for each month's key that you wish to have.

## A New Project for May

DID you see the newcomer to the project family, on pages 742-743? What a field there is for cultivation in the important subject of salesmanship! The project in this issue is a forerunner of a new series of salesmanship projects that we plan to publish monthly as part of the BEW regular Award Service.

No certificates are offered for the solution of this salesmanship project, but if you have been looking forward without too much joy to the preparation of the final examination questions for your salesmanship classes, you may find just what you need in the pages immediately preceding this one. The project is humorous enough to dispel some of the gloom that hangs over every examination room, and the student who follows the directions at the end of the problem will demonstrate his understanding of the principles of salesmanship.

Next year, still another new project may join the family—a monthly problem in Personality Development. The editors would like to know what you think of that idea, as well as of the salesmanship project.

## Good News for Large Classes

AFTER negotiations with the postal authorities, we have received from the Solicitor of the Post Office Department a ruling that will permit large classes to save money on shipping charges.

Your project papers may be sent by express if you find it cheaper than first-class mail. A full announcement will be made later, with some comparative figures compiled through the courteous co-operation of Railway Express Agency, Inc. Meanwhile, if you have large quantities of papers to send, your local express and postal authorities can advise you.

If you ship by express, please observe that the entry blanks and any communication in the nature of a personal letter may accompany the project papers provided they are enclosed in a *Government stamped envelope*. The entry blank and your letter, if you write one (we like to hear from you), must be

sealed into a ready-stamped three-cent envelope (obtainable from your post office) before it is enclosed in the package. The stamp need not be cancelled at the post office; the opening of the envelope upon arrival cancels it.

*Project papers cannot be sent parcel post.*

We are pleased to make this announcement and feel sure that those of you who have had some discussion about the rules with your postal authorities will be glad to know that the Post Office Department has ruled that project solutions may be sent by express.—D. M. J.



### B.E.W. Five-Seal Honor Club

WE are publishing this month the second installment of names of the founders of the 5-Seal Honor Club. Many of the members of this group have students who have been awarded five gold seals in all three of the monthly projects—Junior Business Practice, Bookkeeping and Business Letter Writing.

An 8-Seal Honor Club will be organized next month and the first list of charter members will be published in the September BEW.

Please notify the BEW Department of Awards as soon as any of your students have been awarded the seals.

Mrs. Helen J. Adams, Pullman Free School of Manual Training, Chicago.

Don Badertscher, Pleasant Township School, Marion Ohio.

E. F. Barr, High School, Clearwater, Kansas.

Iva G. Batrus, High School, Altoona, Pennsylvania.

Gladys Mae Baylis, Coos River School, Marshfield, Oregon.

Vivian J. Brunell, High School, Springfield, Vermont.

Ruth Bryan, Community High School, Cornell, Illinois.

Helen M. Collins, High School, Culbertson, Montana.

Mary C. Dailey, Township High School, Taylorville, Illinois.

Mrs. Ella Drinkwine, Bartley Business School, Superior, Wisconsin.

Elizabeth Fitzgerald, Burrillville High School, Harrisville, Rhode Island.

Earl A. Gehrig, High School, Danville, Pennsylvania.

Olivia Hansen, High School, Ord, Nebraska.

Beulah Husted, St. John Township High School, Dyer, Indiana.

Mrs. Katherine B. Jacobson, Black Hills Commercial College, Rapid City, South Dakota.

Mrs. Fern Piper Jones, Consolidated School, Orwell, Ohio.

Veda Byron Kinder, Consolidated High School, Aniston, Missouri.

Frank Lauderdale, High School, Richland, Missouri.

Helen Lawton, High School, Grandview, Washington.

Edril Lott, High School, Cairo, Georgia.

Madeline Macdonald, Notre Dame Secretarial School, Montreal, Quebec, Canada.

Mabel Marlar, High School, Strawn, Illinois.  
Mrs. C. H. Mulkey, Consolidated High School, Marlow, Georgia.  
Ruby Oldham, Senior High School, St. John, Kansas.  
Anne Phillips, High School, Waterville, Ohio.  
Grace Pulliam, High School, Winfield, Missouri.  
Edna Rosenshein, Night School, Perth Amboy, New Jersey.

Esther R. Scott, Community High School, Stronghurst, Illinois.

Rachael I. Scott, High School, Rossville, Illinois.  
Sister Agnès du Sauveur, Assumption Academy, Nicolet, Quebec, Canada.

Sister Hélène-du-Crucifix, Brochu Academy Southbridge, Massachusetts.

Sister Helen Regina, St. Mary High School, Jackson, Michigan.

Sister M. Anita, Presentation Convent, St. John's, Newfoundland.

Sister M. Edmond, Notre Dame School, North Adams, Massachusetts.

Sister M. Jane, College of St. Benedict, St. Joseph, Minnesota.

Sister M. Justa, Cathedral High School, Superior, Wisconsin.

Sister Mariangela, Immaculate Conception School, New York, N. Y.

Sister Mary Agnes, St. Catherine's Academy, Belize, British Honduras.

Sister Mary Leona, Holy Trinity High School, Roxbury, Massachusetts.

Sister Mary Thérésilla, St. Charles High School, Waltham, Massachusetts.

Sister Paul-du-Sacre-Cœur, Brochu Academy, Southbridge, Massachusetts.

Sister St. Mary of Sion, Notre Dame Secretarial School, Montreal, Quebec, Canada.

Sister St. Thomas of Cori, Catholic High School, Waterbury, Connecticut.

Anita Stolt, Hot Springs County High School, Thermopolis, Wyoming.

Jim Stone, High School, Granite, Oklahoma.

Ralph L. Stull, High School, Corunna, Michigan.

Jean Summers, North Park Business School, Buffalo, New York.

Lawrence Thurston, High School, Nashua, Iowa.

### How to Earn Fifteen Cents a Month

NORTH PARK BUSINESS SCHOOL

BUFFALO, NEW YORK

THERE are numerous ways in which a student can earn 15 cents a month. The easiest and most useful way, to my mind, is that of collecting old papers, magazines, discarded garments, etc., that accumulate around the house, and selling them to the rubbish collector once a month.

This method is twofold in the benefits derived. In its execution we not only receive the pecuniary reward which will undoubtedly be sufficient to pay for our BEW projects, but we are also making ourselves useful in cleaning out the old rubbish and making room for articles which, though they at the present time are not in use, have to be put away for some future time.

This task requires very little time. All that is necessary is to stack up these various articles and at the end of the month to sell them to a rubbish collector.—Aaron Bowser, student.

Any student, regardless of who he may be, can easily earn 15 cents a month for the BEW projects and postage. By applying the principles of the October project at home in keeping a budget for his

family, he is certain to earn 15 cents and at the same time put his household on a more economical trend.—*Tom Burke, student.*

PLEASANT TOWNSHIP SCHOOL

MARION, OHIO

I will tell you how the students at Pleasant earn the money to finance the BEW projects.

I think we have a unique plan of making money: We do public typing. We inserted an ad in the paper and now, at 10 cents a sheet, we have more work than we can handle. We are saving the money to use for trips to surrounding cities to see in operation the things that we study about. From this fund we voted to take the money for our BEW projects. Each student must do a certain share of the public typing, so no person is getting something for nothing.

I really appreciate having the opportunity to use

these projects. From doing so we got the idea of keeping the books for the cafeteria here at school. That is another of our accomplishments.—*Don Badertscher, teacher.*

If the boy or girl lives in the country he may have chickens or rabbits to raise and sell. Students may also sell subscriptions to magazines and papers.

The city girl may be employed part time in the evenings as a waitress, or she may take care of the neighbor's children. I know one girl who has so much work taking care of children that she cannot do it herself, so she finds other capable girls and they give her a certain percentage of what they make.

The city boy may be an errand boy for a store or he might help out at filling stations.

Personally, I have my chickens, which I take care of, and on the side I make candy which meets with the approval of my customers.—*Dorothy Seiter, student.*

Sanger Union High School  
Sanger, California  
April 8, 1938

Mr. Milton Briggs  
Department of Awards  
270 Madison Avenue  
New York, New York

Dear Mr. Briggs:

Despite an elopement, one dislocated shoulder, illness, intensive operetta practice, and a last-minute new student, a paper is here from every one of the 28 members of our class. One boy returned to school this very week after a month's absence, so we delayed the papers while he worked night and day to get his in.

Your suggestions on teacher help were followed to the letter. The page on which an error was seen as I walked about might be indicated, with the admonition, "Look at your model in the text." Or, "Three misspelled words on this page."

Whether we do or don't win a thing, the contest has more than justified itself. Interest was high. Unbidden, the students worked hours overtime to get their work to suit them. That students I considered almost hopeless could improve so remarkably in the short time spent with the project amazes me. The girl who smears managed not to smear; the boy who swore he couldn't learn to spell found all his mistakes unaided. (He achieved this by consulting the dictionary, looking up in turn each word in the condemned column, until the error was found!)

You may expect our hearty support for such another contest next year.

My personal check for \$1.70 is inclosed to pay for seventeen Certificates of Achievement.

Yours very truly,

(Miss) Bernice E. Brand

# Measurement of Personality

J. A. LONG, Ph.D.

*University of Toronto*

THE measurement of personality is a topic that excites popular interest. Even if we limit the term "personality" to those rather elusive personal traits and qualities which determine the effect that we have upon persons whom we meet, we can hardly overestimate its importance in everyday affairs.

As teachers, you no doubt recognize that your success in your profession is conditioned more by your personalities than by your purely academic attainments, and those of you who have to do with placing graduates in secretarial posts know that the personality of an applicant is as influential in winning him a position as is his school record. An employer has a right to expect in an employee a personality that will make it easy for him to maintain pleasant relations with his superiors, with his fellow employees, and with the firm's clients.

"Personality" has been variously defined. The most logical course is to assume that it includes practically everything about a person that goes to make him the sort of person he is—his physique, his intelligence, his attitudes, his ideals, his likes, his prejudices, his ambitions, and countless other attributes and qualities. How do we measure it? Obviously we cannot measure anyone's personality as a unit; the best we can hope to do is to measure specific aspects of the larger whole. The more inclusively a measuring device pretends to operate, the less likely is it to have any sound claim to scientific validity.

Personality measurement as a science is relatively new. Most of the early efforts belong in the realm of pseudo-science. Among discredited methods are phrenology, physiognomy, and graphology.

Phrenology, in particular, at one time attracted a large following. Belief in it to-

day may be accepted as evidence of complete ignorance of the findings of modern neurological and psychological research.

Although physiognomy has long since ceased trying to make itself heard as a science, the man in the street still accepts as valid many unproven claims in this area. He fondly believes that blondes have characteristic qualities which distinguish them from brunettes and that a receding chin betokens a weak character.

If you wish to demonstrate the difficulty of determining personality on the basis of facial characteristics, take the photographs of a number of school children and try to rate them for almost any trait. You will discover that you could have done about as well by tossing a coin or drawing straws.

• Graphology has a few scientific adherents scattered here and there throughout the world, but experimental evidence discourages us from expecting anything of real importance from it.

When we come to such devices as astrology, crystal-gazing, palmistry, and tea-cup reading, we are in the realm of pure superstition. These appeal only to the utterly credulous. The present-day popularity of astrology proves nothing more than that, even in an enlightened age, the world contains enough pathetically gullible people to make charlatanism profitable. The least objectionable of these latter devices is tea-cup reading. It costs little, performs a social function, and is seldom taken seriously by anyone.

Of those aspects of personality which we can measure scientifically, intelligence is the most important from the point of view of the school. Thorndike postulates three kinds of intelligence—abstract, mechanical, and social. It is mainly abstract intelligence which conditions attainment in school, and it can be measured with reasonable accuracy by any of the better standardized tests of mental

<sup>1</sup>An address before the Canadian Gregg Association Convention in Hamilton, Ontario.

ability. In fact, we can measure abstract intelligence more accurately than we can measure any product of schooling.

A few tests, somewhat less reliable, exist for measuring mechanical intelligence.

No pencil-and-paper test will give you as accurate a rating of an individual's social intelligence as you can gain from a few minutes interview with him. Meeting him face to face, you can gauge those intangible qualities which can be estimated in no other way.

When we leave the general field of intelligence and consider the less clearly defined personality traits, such as introversion-extroversion, conservatism-radicalism, and dominance-submission, we find ourselves on more difficult ground. Consider for instance, introversion-extroversion. Introverts are those inward-looking people who prefer quiet and reflection to the hurly-burly of social activity; extroverts are their opposites. Most poets, painters, and musicians are introverts; most rotarians, commercial travellers, and professional politicians are extroverts. But the majority of mankind do not fall clearly either in one category or the other. Most of us are hard to place, introversive in some areas and extroversive in others. Similarly with other traits. A man may be dominant in his home, but submissive in his business relationships; conservative in his religious beliefs, but politically radical; fastidious in his work, but slovenly in his dress.

We have very few devices for measuring these more elusive traits directly. We depend for the most part on rating scales and questionnaires of various sorts. A rating scale makes provision for rating the individual in all those traits which bear on the purpose which the scale is meant to serve. For instance, a rating scale for school habits would provide for rating the pupil in such qualities as interest, initiative, persistence, attention, and honesty. It is meant to be filled in by some acquaintance of the pupil who is competent to render judgment on his traits.

Rating scales have a number of weaknesses that tend to impair their accuracy. In the first place, most human beings are reasonably generous, and raters tend to err in the direction of rendering too favorable a report.

In the second place, standards vary widely.

The degree of ambition which one rater would consider acceptable, another would regard as quite unsatisfactory.

In the third place, a rating is conditioned very strongly by the personal equation. It is hardly likely that a man would receive from his wife and from a business associate the same rating for his emotional qualities, in spite of the fact that each rating might present an accurate estimate of the man as the rater knew him.

Personality questionnaires consist of questions such as: "Do you like making new acquaintances?" If the form is filled in by an acquaintance, the questionnaire suffers from the weaknesses mentioned for the rating scale. If, as is usually the case, it is filled in by the individual under examination, there is the additional danger that the answers may be openly dishonest. It is very difficult, even when we are strictly honest, to keep from overestimating our good qualities and under-estimating our poor ones. And if we are not honest, the temptation to present a wholly distorted picture is too great to be resisted. A dishonest applicant for a position, if he is answering a questionnaire that will have some bearing in determining his fate, will almost certainly portray himself as the kind of person he ideally ought to be rather than as the kind of person he is.

Written recommendations and testimonials as measures of character are often not trustworthy. We can rely on them only when the writer is honest and is not influenced in his judgment by extraneous considerations.

The sum of the matter is that although rating scales, questionnaires, and testimonials serve a purpose, and often a useful purpose, none of them is as generally useful as is the personal interview in measuring personality.

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DR. EARL G. BLACKSTONE, for many years director of commercial teacher training at the State University of Iowa, has just accepted a similar appointment at the University of Southern California, Los Angeles, filling the vacancy created by the resignation last year of Dr. Benjamin R. Haynes.

A more complete statement of Dr. Blackstone's new responsibilities will appear in the June BEW.



# Business Methods For the Cosmetology Student

EDNA L.  
CARTER

**EDITOR'S NOTE**—We hear of new ways to teach old subjects; this time, a teacher was called upon to find new ways to teach a new subject. Without adaptable teachers, commercial education could render little service to the world in which we live.

**W**HEN I discovered, on the Saturday before school began last September, that I was scheduled to give a course in related business methods to a group of our cosmetology students, I was rather concerned, for I had no idea of what I should teach them. I felt that my business experience was of little value because, at first thought, the situation in a beauty shop seemed far different from that found in the average office.

As I had never taught office training, I was not bound by any preconceived ideas, and I found the problem very stimulating. I never enjoyed a class more than I did this one; in fact, it was a grand adventure from which I learned a great deal and through which I was able to give the students training that will be of definite value to them when they go into a shop as employees or shop managers, or when they open shops of their own.

Some explanation of "cosmetology" is pertinent here. Students enroll at the beginning of the eleventh year. Five semesters of work are required, which means that the girls must do post-graduate work for one semester after obtaining their high school diplomas before they take the state board examinations. The course is set up on the Smith-Hughes plan, which provides for three hours of shop work each day, one and one-half hours of related work, and two hours of regularly required high school work. The

related subjects consist of art, business methods, science, and shop management.

The placement record is excellent, we feel, with 77 per cent of the cosmetology graduates successfully placed.

Cosmetology is only one of many rather unusual courses provided at John Muir Technical High School. (A few of the others are mental hygiene, gardening, child development study, and professional photography.)

In working out a plan for the class in related business methods, I determined that I would not teach mere theory, but that everything included in the course must have practical value and tie up very definitely to the work of the shop. Because I followed out this plan, I found that I had the interest of the girls from the very beginning.

I started by teaching indexing and filing, as I knew the shops kept files of some kind. Meanwhile, I made a list of the things I thought the girls would need to know, and discussed it with one of the cosmetology teachers and a beauty-shop owner, so as to be sure that I was on the right track. That list, as amended by their suggestions, became the skeleton of the course.

Though a beauty shop does not have the quantities of correspondence that are found in a business office, it does have some, so letter writing became the second unit of

► **About Edna Carter:** Teaches shorthand and typewriting in the John Muir Technical High School, Pasadena, California. B.S., Mills College, Oakland; business course at the California-Brownsville Commercial College, Los Angeles; graduate work, University of California, Berkeley. Worked for a steamship company in Shanghai, in a bank, and as secretary to a dean of women. Hobbies: candy making and travel. Has visited Alaska, South America, South Africa, Egypt, and many European countries.

work. Not having taken any commercial subjects, these students had no background for this work and it was, therefore, necessary to teach it "from the ground up."

After the mechanics of letter writing had been mastered to some degree, we discussed in turn the various types of letters they would be apt to have to write as shop owners. They wrote at least two letters of each type, based on given problems, including appointment letters, orders, complaints, answers to complaints, formal announcements of change of location, addition of a special type of employee (such as a barber for personality haircuts), advertising of services, etc.

As the next unit we undertook to determine the cost of fitting out a shop, listing the necessary equipment and the supplies that would have to be purchased for shop use upon starting in business. After making out our lists, we referred to the catalogues of the leading beauty-parlor supply houses on the West Coast to establish the cost of the various items.

Basing our charges on prices asked in one of the better local shops, we next learned to make out service slips, or sales slips, for services rendered. With this I incorporated work in making change, which I found the girls needed.

After obtaining from one of the cosmetology teachers a schedule of the time required for giving each service, we learned how to make out the appointment sheet, indicating the length of time each operator would be busy with each customer and the services to be given. Closely connected with this was the work on telephone technique, especially as it applied to making appointments over the phone.

After considerable correspondence with a representative of one of the large firms selling record books to business houses in the West, I had a work book made up which the students enjoyed using, and which enabled me to give them an understanding of the necessity of keeping accurate records without having to teach them bookkeeping in the usual way. This set called for a daily record of services and sales of each operator, a social security record, and the usual record of receipts and expenditures. It also had in-

dividual columns for such items as salaries, rent, purchases for shop use, purchases for resale, office expense, etc., which enabled the student to analyze her overhead costs.

It was necessary for me to make up all the entries we used. At the end of the month I made up a bank statement, withholding some checks so that the students could learn to balance the statement.

Through the cooperation of one of the local banks, I was able to supply each student with a bank book, a checkbook, and a supply of deposit slips. None of them had ever written a check, and all were eager to learn how, make out deposit slips, etc.

The final unit covered a discussion of some of the things they should do or should not do on the job. This unit was made more interesting by a talk given by a representative of a large beauty-parlor supply house, who emphasized the personal elements necessary to success and pointed out the main causes of failure. He also answered many questions that the girls had made out, and which I had forwarded to him beforehand.

Another talk which added interest to the course was one given by a local attorney on the subject of the social security act and how it would affect the girls as workers or owners.

I hope that next year I shall be able so to plan the work that I shall have time to include some information regarding leases, contracts on equipment purchased on time, the shop owner's legal responsibility to customers, insurance, etc. This year's students have expressed their appreciation of the course as it was given to them, however, and feel that they have learned something of real value. All this serves to encourage me to make it even more valuable to the next class!

#### RADIO SHORTHAND CONTEST

*Students, Teachers, Stenographers!* Enter the Radio Shorthand Contest on Saturday, May 14, 1938, at 3:05 P.M., Eastern Daylight Saving Time, Station WINS.

This contest is held under the auspices of the New York City Gregg Shorthand Teachers' Association, of which Mrs. Etta M. Fowler is president.

Dictation will be at 80, 100, and 120 words a minute.

# The Lamp of *Experience*

Harriet P. Banker, Editor

*I have but one lamp  
by which my feet are  
guided, and that is the  
lamp of experience.*

—Patrick Henry.



## An Office-Practice Project

TO fulfill one of the objectives of our second-year typing course, I ask each secretarial student to make written application for a position as my secretary. Each student is personally interviewed and serves for one week.

While holding the position of secretary, the student is expected to relieve me of such routine work as checking attendance, reading and posting announcements, recording grades, filing papers, receiving callers, and receiving telephone calls. The student also sorts incoming mail, takes dictation, and looks after outgoing mail; she keeps the petty-cash fund up to date, and checks and distributes student supplies. Finally, she "breaks in" a new secretary.

The students enjoy the work, and the responsibility they assume develops power and initiative. Through individual conferences, good and bad qualities can be given attention and suggestions made for growth and improvement.—*Wilma French, High School, Masillon, Ohio.*

## Good Work Has Its Reward

TO encourage my typing students to do their best work, I have divided the class room into two sections, distinguished by the

names "Regular" and "Special." (It is more realistic to have the sections actually separated by either a glass partition or a curtain, though the underlying idea of the plan may be conveyed by placing four desks at one side of the room apart from the rest of the class.)

All the students begin their work in the regular section. Tests are given at frequent intervals for the purpose of selecting the best typists in the class. These tests may be graded on the basis of speed only, or both speed and accuracy may be taken into consideration.

The four students who receive the highest grade are assigned places in the special section. In place of ordinary typewriter desks or tables, this room is equipped with desks of the secretarial type. In addition to the privilege of working in this semi-private room, these four students are called upon to do special work for the instructor and to act as private secretaries to the members of the faculty.

Their eagerness to qualify for the "First Four" group has helped to raise the standard of the pupils' work noticeably.—*Herbert H. Hadow, Westfield, Wisconsin.*

## Save and Buy a Bond

I HAVE found the device described in the following paragraphs especially helpful in obtaining better results in typing.

At the top of a large piece of Bristol board, I pasted an actual bond. (It is sometimes possible to obtain a cancelled bond to keep or to have a photostatic copy made.)

Underneath this bond I hung a chart ruled off into ten columns, headed in the following order: October, November, December, January, February, March, Interest, April, May, Total. The columns for the months were again ruled in narrow columns, one for each of the four weeks in the month. The students' names were listed in the space at the left.

The heading of the chart read as follows:

SAVE AND BUY A BOND  
Net Typing Speed  
Converted into Cash

The net speeds made by the students each week in a ten-minute timed test represented "dollars." The amount in "dollars" was

credited to the student's bank account to accumulate interest until the following May. The interest rate was 2 per cent, compounded quarterly.

The interest was figured January 1 and April 1, but as the amount on January 1 was small, I found that the psychological effect on the students was better if they saw the amount listed as it was figured on April 1. For this reason, the interest column on the chart was placed between the columns for March and April.

The interest earned was entered in red ink to make the amounts show up clearly. This feature proved an added incentive to renewed efforts in the spring of the year, when students have a tendency just to maintain their previous speeds.

On May 31, those who had accumulated \$1,000 credit "purchased" a bond, the interest rate on which might be as high as 4 or 5 per cent. Those whose savings did not amount to the \$1,000 needed to buy the bond invested in Government bonds, which, maturing in ten years, would yield the thousand dollars if the original investment was sufficient.

The primary motive of the device was to increase speed in typing, but it also taught the value of thrift and systematic saving. The students entered into the spirit of the game enthusiastically and could often be overheard talking as though they were accumulating actual money and really purchasing bonds listed on the market.—*Sister M. Agnesene, Trinity High School, Bloomington, Illinois.*

### ***And So We Had a Party***

THERE are times when some departure from the customary classroom procedure is desirable. On one such occasion I wrote in shorthand on the blackboard an invitation to attend a shorthand and typewriting party and requested a reply in shorthand.

When the "guests" arrived, they found the desks arranged in pairs. Place cards showed the seating plan for a series of games to be played during the afternoon.

The first game was a three-minute typing test. At the end of the three minutes, papers were exchanged and corrected. The student in each pair who made the smaller number

of errors moved on to a different partner; then a second three-minute accuracy test was given and corrected. The scores (the number of errors) were placed against the students' names on the blackboard.

The second game was a two-minute concentration drill. Student A of each pair took one speed test; Student B took another. Students in the "A" set typed their tests while the "B" students read aloud from an entirely different test. At the end of two minutes, the "B" students typed while the "A" students read aloud to distract them. This is a noisy drill, but as there was no class in session in the adjoining room we could be as noisy as we wished without fear of disturbing others.

The third game was another form of concentration drill. Again, we had speed tests worked in pairs. "A" students in each pair wrote all the letters controlled by the fingers of the right hand, leaving spaces for the letters written by the left hand. The left-hand letters were later inserted by the "B" students. This game proved the source of much amusement.

Next, the title "Stenography and Typewriting" was placed on the blackboard, and the students were told they had two minutes in which to write all the brief forms that could be formed by combining the letters in the three words in any order.

Finally, each student read the brief-form sentences in Speed Study VI of "Gregg Speed Studies" for one minute or until an error was made. Two girls tied by reading at the rate of 224 words a minute.

Simple refreshments were served when the games were over.—*Beatrice Witham, Plymouth Normal School, Plymouth, N. H.*

### ***Speed Goal Chart***

THE goal chart, a description of which follows, has proved most effective as a means of arousing interest in and a desire for progress through competition with the student's own speed record in typing. Where stress is placed on class competition, the students who cannot surpass the records of others in the class tend to become discouraged and to think that they are making no progress.

The chart I have used takes into consid-

eration individual differences and places the emphasis on competition with self. The goals of the different students vary according to the average speed with which each one starts. Thus, the student with low speed has as much chance to succeed as the one whose speed is higher.

At the beginning of the second year of typing (or at the beginning of the second semester of the first year), the class is given three 10-minute tests during one week. The students are not told the purpose of these tests. Individual averages are figured for the three tests and this speed is used as the starting point for the semester.

The students' names are listed at the left on a large white cardboard chart. The chart is ruled in columns, one for each week of the semester. The student's average speed at the beginning is placed in the first column. Then his goal for each week of the semester is placed on a line with his name in the proper column. The goal for the second week is one point higher than the beginning average and is increased one point each week thereafter.

On completion of the weekly speed test, the student compares his speed with his established goal. If he exactly makes the goal, a red star is pasted over the speed figure; if he exceeds the goal for that week, he receives a gold star. His speed grade for the week is based on whether or not he passes, reaches, or fails to make his goal. If he exceeds the goal, his speed grade is 100; if he just reaches the goal, his grade is 98; if he fails to reach the goal, one point is subtracted from 98 for each word a minute he lacks.

Students like the plan because it gives them something definite to work for and because the grading standard is specific and fair. The chart makes an attractive display for the bulletin board at any time, and especially for the annual school exhibit.—*Nettie Black, Atwood (Illinois) High School.*

### Hints in Teaching Typewriting

IN my beginning classes in typing, I start on the assumption that accuracy is the first essential; that speed comes with accuracy. The next step is the development of a busi-

nesslike attitude such as will be expected of the typist in an actual business office.

With the latter objective in mind, I have prepared a chart for each pupil. An extra copy of the chart is posted on the bulletin board as a guide and incentive to the students. The chart gives a list of the characteristics and requirements of a proficient typist. The pupils understand that their marks will be based on the fulfillment of the requirements thus set forth. A certain number of points are allowed for the various characteristics and 60 points are allowed for perfect copy work.

That the chart is an effective means of motivation is shown in the care with which the pupils voluntarily check up on themselves from time to time and their attitude towards and the quality of their work.

In organizing my Typing II classes, I base the work from the beginning on the premise that it is a preparation course for office training. This gives each pupil a feeling of responsibility toward his work, so that he looks upon it as far more than going into a classroom for thirty or forty minutes, during which time he spends the period tapping the keys of a typewriter. Again, I use a chart like that prepared for Typing I.

Typewriter design work is especially helpful in the development of concentration. The advanced class spends about two or three weeks on this form of practice, copying, as well as making their own designs. The pupils become so engrossed in their assignments in designing that they willingly spend a great deal of their time after school hours on this work.

The necessity for concentration and accuracy in horizontal and vertical centering is reflected in their regular work in letter set-up and arrangement of articles and other material. As a result of this more fully developed power of concentration, both speed and accuracy are brought to a higher standard.

I also arrange to have the pupils type the work that comes to the typewriting department from the school office, planning it so that such work will correlate with the elementary office-training projects carried out in the classroom.—*Perry J. Dawley, Wharton (New Jersey) High School.*

# Business and Romance *In the Vieux Carré*

EVELYN SOULÉ-FORD

**EDITOR'S NOTE**—Mrs. Evelyn Soulé-Ford is an accomplished and popular playwright of New Orleans, often composing music and poetry for her plays. She gives us here a refreshing vignette of business merged with romance, for which the sunny South is famed.

The editors of the BEW would be glad to receive similar contributions from other parts of the country.

In the picture to right, we see Mrs. Ford by an olla in one of New Orleans' beautiful gardens.

**E**L CAPITAN denounced everyone and everything that had something to do with the cumbersome Spanish ollas in his cargo—huge earthen jars containing olive oil for the Creole colonists in New Orleans. The seas had rocked and twisted his four-masted schooner all the dreary sixty days from the Spanish port to the King's city in Louisiana, and only a miracle had prevented the jars and his nicely growing business from shattering at the same time.

The days had been endless, and even at the mouth of the Mississippi his troubles were not over. The stupid soldiers at the fort had to examine each olla with maddening detail; then they insisted on opening one to taste for themselves.

"Gray hairs and success, I suppose, will come together," el Capitan murmured to himself.

El Capitan was not a regular seaman from a long ancestral tree of salt-seeded roots. When he thought of irate uncles and aristocratic, fainting aunts, spilling sad prophecies between tears and deplored his choice of a career, he smiled. He smiled, too, as he



reviewed once more the orderly line of ivory-colored jars, full of delicious promise for the waiting colonists. Perhaps his fear for the success of his venture had been foolish—but who would trust a topsy-turvy sea that thinks a sail is a pretty plaything?

Even on the broad reaches of the Mississippi, el Capitan's troubles were not entirely ended. At noon a south wind dipped into the river with prairie-root fragrance, bringing with it the hated fog-drifts. At first as diaphanous as butterfly-wings, the fog grew heavier, like wraiths of Spanish shawls, sinking into the river snake-gray and turbulent. *Carramba!* He would have to land in such a peril as wet planks and slippery levees, dimly seen through these choking mists.

"Business is not without danger," el Capitan murmured. His pulse quickened. Life itself was an adventure, and that was why his choice had been the sea and a business at the mercy of fortune. . . .

The same fog crept into the de Creville courtyard facing the Rue Royale. It hovered like a veiled nymph on the fountain bricks and sat on the walls like a hunchbacked crone.

Mirelle pressed her face against the window-pane near the upper gallery, the rose in her hair moistened by the dampness and crushed to the pane.

Mirelle was intent on the stir going on below in Papa's courtyard. She knew that

Alfred, the coachman, had ridden in a moment ago from the river-front, where he had gone to purchase the olla of olive oil so needed for their good appetites.

"It will also oil good humor," Papa had said at the dinner table. "Especially your Papa's!"

The stir in the court below grew into a hubbub. Mirelle strained her eyes.

Suppose the olla . . . Without reasoning further, Mirelle pulled Maman's morning shawl from the armoire in the hall and whirled down the spiral stairway.

A tall, young man was speaking to Papa:

"I assure you, señor, the olla is indeed the perfect container for olive oil."

"It is so huge!" Papa complained. "We shall not know where to put it. Alfred will build a covering for it, I suppose, but, then, after we have finished, alas! There will be more oil to come!"

El Capitan did not answer. His imagination was caught by the specter of fog in the courtyard. "It is like Spain!" he thought and smiled.

Papa misconstrued the smile. "But I mean it, el Capitan. One feels reluctant to throw away so fine a jar, made with patient hands by subjects of our Spain."

"It is a business with them, señor!" el Capitan replied. "As it is with me, sailing the seas to bring it here."

"And with us," M. de Creville dryly remarked, "the business of eating!"

"Let us use it afterwards for water-drippings, Papa."

Mirelle, with the deep shadows of the porte-cochère behind her, stood out like a cameo. El Capitan raised his eyebrows to express approval.

"You are always worried, Papa, about not having water for the plants. Now we have a container."

"From one business to another," Papa murmured. "We shall eat the oil and the plants will have the drippings. It is well."

El Capitan still said nothing.

"Yes, yes," Papa went on. "You bring us your business, el Capitan, and we continue it even after the business is finished, heh?"

There were nights of serenades and long

days of patient waiting, but before the great jar was emptied of its contents, Mirelle and el Capitan sailed together in the four-masted schooner, not to return again to the old house until another spring twisted lavender curls in the wistaria vine. . . .

Another generation filled the old house with familiar sounds. Not one but four huge ollas caught rain drippings and colors from the sun, until all the shades of yellow blended them into a mirror where Autumn perpetually gazed, enraptured with life's mellow-time. Their business it was to hold water for the plants and rainbow colors for their blossoms.

Mirelle's young granddaughter tended her own Louis-Philippe rosebush—gift of Louis-Philippe, heir to all France, who had taught her French and held her on his knee when she was five.

Little Frère Clément nourished his tiny turtle in a water-glass filled with rain drippings from the faithful ollas.

Marie Celeste, sixteen, gazed long and earnestly into the aging olla and saw the shadows of dreams. She stirred her finger in the cool, sweet water and thought of Pierre, who danced like an angel and had the boldness of a devil, holding her hand one minute longer after the minuet ceased! Life is a business, a glorious business, to Sweet Sixteen. These ollas that had come as a business venture, still had business to perform here in the sanctuary of a Vieux Carré courtyard. . . .

Seasons drifted by on noiseless feet, each season leaving its indelible touch on the four earthen containers hidden away in various corners of the de Creville courtyard, as in other courtyards where el Capitan's business had once prospered. The touch was golden still. It left a series of halos on each ripened olla, etched in vague designs. Perhaps the earth in them, shaped by long vanished hands, kept its eternal vigil with the eyes of time.

With many more years and the coming of cypress water mains, the oil containers went into the business of discard.

Our four stained ollas, barely perceptible behind a profusion of new plants and blooms, leaned forgotten against the aging

walls, tired and untouched, still drinking in the tears of a haggard sky and fading yellow into moldy green with the passing of the seasons.

It was late February, and the strange south wind again stirred up a river fog along the water-front. A young American strolling along the moist flagstones on the Rue Royale paused to gaze through an arched doorway. Behind the iron gates, a green, lush courtyard stood out vividly. A thin fog rolled down the walls and shivered over the fountain. The young man, stirred by curiosity, pushed the gates and entered. The gathering fog gave him a feeling of lonely self-reliance and he drifted farther into the court.

The young man almost tripped over a great stained jar. Someone nearby played "The Maiden's Prayer"; it reached him softly through the hush of the fog. The odor of freshly ground coffee challenged the aloof atmosphere to a warmer friendliness. But the young man's attention was focused only on the old jar before him.

"Beautiful!" he murmured. "What colors! I must have permission to paint it. And look at that shoot of green coming out of it, timidly, like a baby making its first step!"

The olla had found a new business, indeed, and the seasons had conspired in its favor again. Sediment had formed in its roomy depths and the wind or a lonely sparrow had dropped a seed.

Once loveliness is acclaimed by one, then all mankind feels himself the discoverer. Hundreds of old ollas were pulled out of forgotten corners and planted with green. A lost poem had been stumbled upon! And the business of being beautiful as well as being wanted graced the priceless old jars again! . . .

A thin, long fog hovers over the river on the banks of the Vieux Carré. Into the court that once was Mirelle's, the fog seeps as of old. A young, vivid creature lingers by the olla and patterns her dreams. And where once business crossed a tempestuous, inconsistent ocean for well-deserved pesos, Romance lingers. Or is there perhaps a touch of Romance always in the business of things?

## CONSUMER EDUCATION NOTES

Ray G. Price

*University of Cincinnati*

WOULD you believe it if you were told that a congressman, and an influential congressman at that, had proposed that the federal government tax the F. W. Woolworth Company about \$90,000,000 a year? And that it tax the A. & P. \$600,000,000?

Yet that is the meaning of Rep. Patman's new bill, and that is the object for which powerful organizations of non-chain retailers are concentrating their forces. Or, rather, it is not the object—it is the weapon of destruction. Destruction is the object. For, since the chains cannot stand such enormous taxes, they would be forced out of business, to the delight of many competitors.

But the public? What of the public? Half a dozen years ago the Federal Trade Commission, after a close study, reported that the chains were saving their customers \$776,000,000 a year. Most of these customers belong in that ill-housed, ill-clothed, ill-nourished one-third of the people for whom President Roosevelt has repeatedly spoken. The chains save such people hundreds of millions of dollars a year. Yet now a mighty effort is under way to smash the chains.

Upon this effort the public must render judgment. It must make up its mind whether all the benefits of mass buying, mass distribution, and mass retailing shall be destroyed in order to ensure that a multitude of small retailers, who are for the most part bad merchants, poorly financed, and ill-equipped to give service, shall be subsidized at the expense of the ultimate consumer; or whether the government shall permit some progress to be made in the direction of efficiency and cost reduction for the benefit of the people who go into stores every day and pay in pennies and nickels for the necessities of life.—*Business Week*, February 5, 1938.

Whether you agree or disagree with the above indictment of Rep. Patman's new bill, it does affect the consumer, so you had better look into it. And of greater import at the moment is a new food-and-drug law.

Consumers have something to think about in the pending food and drug legislation. By one of those parliamentary tricks . . . the Wheeler Bill, enlarging the powers of the Federal Trade Commission, and passed by the Senate at the first session of the present Congress, has been amended and passed by the House to place control of food and drug advertising with the commission.

While the work of that body can be praised highly, control of food and drug advertising properly belongs with the Federal Food and Drugs Administration.—*National Consumer News*, February, 1938.



# Discussing the Medal Test For Shorthand Teachers

FLORENCE E. ULRICH

*Editor, Art and Credentials Department, The Gregg Writer*

THE editor has asked me to write a message for you in connection with the new Medal Test. I wanted to beg off, because the office has been literally and actually submerged in a great many thousands of papers that have been submitted in the annual O. G. A. Contest just closed.

But it might be helpful and interesting to give you some of the impressions that crowd in on us about notes, students, teaching methods and teaching aims, and about teachers themselves, as we examine club after club of shorthand notes written in styles good, bad, or indifferent.

Whether the notes were written by a student in Alaska or Florida, California or Maine, in a school in the little island of Cyprus or in a crowded classroom in New York; whether executed to the strains of rolling surf in the happy isle of Hawaii or to the sound of shells in war-torn China, the notes reflect adequately the degree of skill that the writer has acquired.

It goes without saying that invariably the best clubs of papers come from schools where teachers themselves are known to us as excellent exponents of the art of shorthand writing.

We doubt if any teacher could review with us for a day and not be profoundly impressed with this need on the part of teachers to acquire for themselves better knowledge of good notes and how to train students to make them. It is pitiful to see whole classes of students writing a shorthand style that only a code expert could decipher! When this type of work is received from schools of higher learning, and especially from teacher-training institutions, we are reduced to a lachrymose state from which we can be di-

verted only by the realization that comparatively few of the schools that are using the O. G. A. in teaching make such a poor showing, and then only until the teachers and students have learned what the standards are.

"What are the 'key' words in the O. G. A. Contest copy this year?" inquired Miss Maude Haskell, who visited us a few days ago from Portland, Maine. We then had to admit frankly that we did not know—but we know now!

Certain outlines, if poorly written, "stand out like sore thumbs" in shorthand copy when encountered repeatedly. In the contest copy, for instance, the word *dislike* is frequently written *d-s-p-l-a*. Such an outline is written only when attention has been flirting with other things—unless, of course, the student isn't trained to see what he should make. If he is unable to differentiate between the outline *dislike* and *display*, a teacher should be able to do so. Practice without attention is useless, as far as accomplishing an objective is concerned. Do we hear the gasps of recollection from teachers who now recall this fault as characteristic of many of their students' papers? That it will not "get by" you again we have no doubt.

*Very much* is another outline frequently badly patterned. *V* is absolutely straight in some outlines, short and squat in others, and in still others it is written in complete circular motion instead of having the greater depth of curvature at the beginning.

The stroke for *m* is frequently curved, and the *e* circle is too large.

*Big* wouldn't have required any special treatment if the student had learned how to write the combinations *bg*, *pk*, *pg* and *bk*. Fully 70 per cent of the students writing in

this contest have not learned how to execute those combinations properly.

Since the *Gregg Writer* devotes a section to style studies, we will not discuss these forms further. *Folks* is a simple outline to make, and yet judging from the specimens submitted it would seem that a large percentage of writers have never really looked at it closely enough to see of what it is composed. From *socks* to *fogs* is a long stretch of the imagination, but some of these *folks* could be either, not to mention the *shocks* that have been written.

The curves should always be written in the same general form and without serious modification, except when they occur in reversed-curve blends of equal length. *F* should be written half length, with the greater depth of curvature at the beginning and with uniform slant in *feeling*, *folks*, *if you can*, *if you would*, *fear*, *favor* and *for* in the O. G. A. Contest copy. This applies equally to the other consonant strokes.

Inability to join circles deftly is another fault that marks the less capable writer. Circles should not be retraced, nor should there be any loose ends dangling at the joinings. The circle should be closed definitely. When we realize how frequently we are called upon to execute the circle joining, we can recognize the importance of being able to write it

with a high degree of certainty and skill.

What has this to do with the Teachers' Medal Test? These reflections upon the O. G. A. Contest apply in the Teachers' Medal Test. We have suggested before that teachers use the Style Studies in the *Gregg Writer* as a measuring rod for determining how nearly their style approaches the professional. Any shorthand penmanship studies to be found in the books you have available may serve the purpose, perhaps. The important point to keep in mind is that good writers must first be trained to know what constitutes good notes.

If you can look at a page of shorthand and detect the faults in it, you have covered half the ground toward professional writing skill. Most teachers know what their faults are, but there is no royal road to correcting them except attentive practice. You will be surprised, though, how little time it actually requires to correct a fault once you see it.

Able shorthand writers are best trained by teachers who themselves know how to write. The awards offered in this Medal Test, while beautiful in themselves and worthy of your proud ownership, cannot adequately measure the satisfaction, the confidence and the ease in presentation which come with the knowledge that you have a superior writing style. The following test is good until September 1.

## Shorthand Teachers' Medal Test Copy

(Good Until September 1, 1938)

### Good Taste

One might put forward a reasonable claim that good taste, which implies sound standards of feeling and appreciation, ranks as the supreme test of the educated man. Your ultimate claim to that distinction rests upon the sort of things you like. To quote Dr. Butler: "To know what is good, what is beautiful, what is interesting, what is helpful, and to distinguish these from what is bad, what is ugly, what is uninteresting, and what is degrading, is another sure sign that we are advancing in competence and making progress in education." Good taste implies a development of discernment. One is not really cultivated until his ideas and beliefs have soaked down into his likes and dislikes.—*Give Yourself Background*, by F. Fraser Bond.



# Objectives of Commercial Clubs

ROBERT H. SCOTT

**EDITOR'S NOTE**—Sometimes, in laying out programs for clubs, or in organizing a club, we can't see the woods for the trees. There are so many details of meetings to plan that we cannot come to a decision on a worth-while objective, or we are so accustomed to one kind of club activity that we cannot think of a new one to revitalize a jaded club.

Of interest to all club sponsors is a list of the objectives and activities of clubs that are already functioning. From this list, the sponsor of a lagging club should be able to choose interesting new activities for the members. The organizer of a new group can plan ahead intelligently for individual meetings, once he has decided which of the many possible objectives should be carried out.

The following lists are brief excerpts from a thesis submitted to Northwestern University (Chicago) last summer by Miss Lina Brumund for a master's degree. Miss Brumund has graciously permitted us to reprint portions of her summary here. (We are happy to report that the thesis was accepted and the degree was granted.)—R. H. S.

**C**OMMERCIAL student clubs offer many opportunities for projects similar to actual commercial enterprises," says Miss Brumund. "The main objectives of the clubs studied are more or less vocational in nature. From personal letters, I learned of the following aims and objectives of commercial clubs that are now functioning."

## Objectives of Functioning Clubs

To increase interest in commercial studies.

To acquaint the members with modern, progressive business-organization methods, systems, materials, and equipment.

To encourage high standards of efficiency and achievement.

To emphasize and develop the proper personal qualifications for obtaining and holding business positions.

To instill habits of thrift; wise saving, giving, investing, and spending.

To develop an intelligent interest in the business and commercial life of the community.

To bring about a closer relationship between businessmen and students.

To encourage students to think more about economic problems.

To raise standards in commercial education.

To prepare students to earn the *Gregg Writer* awards.

To increase the shorthand efficiency of students.

To raise money for sending candidates to out-of-town commercial contests.

To arrange suitable entertainment with instrumental features.

To discuss pertinent subjects.

To visit well-organized offices.

To supply a nucleus for a group of superior students to which the placement secretary may turn in filling positions.

To study the careers of men and women who have achieved success in business by way of shorthand and typewriting.

To develop artistry in writing.

To foster co-operation among office employees.

To help members in case of sickness.

To help them find new jobs if the need arises.

To represent members legally in differences with employers.

To recommend protective legislation.

## A Survey of Activities for Clubs

Production of the school paper.

Mimeograph practice on drawings, bulletins, holiday cards, etc.

Staging of business plays.

Shorthand demonstrations on the blackboard.

Typing demonstrations.

Demonstrations of the proper way of answering the telephone and receiving callers.

Practice in taking and transcribing dictation.

Study of the technique of applying for jobs.

Study of employment application blanks.

Talks on applying for a position; good grooming; what an employer expects; importance of budgets.

Sponsorship of projects: co-operative salesmanship in local stores; shorthand and typing contests; banquet, program, dance; entertainments to raise money for club activities.

Talks by businessmen.

Demonstrations of office equipment.

Field trips to industrial plants.

Entertainment for charity "homes."

Raising money for charitable projects.

The showing of educational motion pictures.

Illustrated talks on school subjects.

Social programs.

Practice for higher shorthand speeds.

Scrapbook making.

Collection of articles of interest to commercial students, including care of the bulletin board on which they are posted.

The study of the history of bookkeeping, shorthand, and the typewriter.

A business show.  
 Collecting different kinds of letters from business houses.  
 Study of methods of filing.  
 Personality studies.  
 Office arrangement.  
 Problems in interest, discount, commission, insurance, etc.  
 Advertising.  
 Selling.  
 The study of types of business news.

Contests: shorthand, typewriting, bookkeeping, rapid calculation.

Elsewhere in her summary, Miss Brumund lists the traits that sponsors believe club work builds, benefits derived, and reasons for participation. One naïve youngster, more frank than ethical, gave as a reason for participating, "To get a better grade by showing interest in the teacher's hobby"!

## Instruction Sheets in Typewriting

No. 4 of a Series

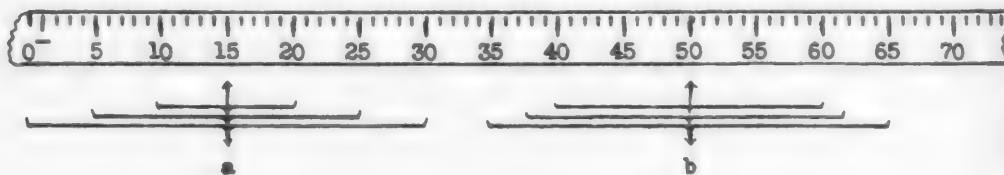
BERNHARD BARGEN

*(The following is reproduced from an actual mimeographed instruction sheet prepared for students in Mr. Bargen's classes.)*

### CENTERING HORIZONTALLY

Your teacher has shown you how to center a word or a phrase on the paper from left to right by means of the back-space key. The most common paper width is  $8\frac{1}{2}$ ", which is 85 spaces Pica, or 102 spaces Elite. The most common center, therefore, is 43 Pica or 51 Elite—one-half of 85 and 102 respectively.

A typist must learn to work with any width of paper; therefore he must know perfectly the principles underlying all kinds of centering. A center is always a *midpoint* between two other points. The following illustration makes this clear.



The arrow at *a* is the midpoint, or center, between 10 and 20, but it is also the midpoint between 5 and 25, and also the midpoint between 0 and 30. Likewise, the arrow at *b* is the midpoint between 40 and 60, between 37 and 62, between 35 and 65.

Keeping the foregoing explanation in mind, fill in the following blanks:

- The midpoint between 5 and 15 is \_\_\_\_\_
- The midpoint between 30 and 60 is \_\_\_\_\_
- The midpoint between 0 and 80 is \_\_\_\_\_
- The midpoint between 35 and 75 is \_\_\_\_\_
- The midpoint between 30 and 50 is \_\_\_\_\_
- The midpoint between 10 and 80 is \_\_\_\_\_

Paper should always be inserted so that the left edge comes at 0 on the scale. If the left edge of the paper is at 0 and the right edge at 60, the center is, obviously, at 30. Bearing this in mind, fill in the blanks of the accompanying table. Assume in each case that the paper is correctly inserted.

Size of Paper Used	Centers	
	Pica	Elite
$8\frac{1}{2}" \times 5\frac{1}{2}"$		
$5\frac{1}{2}" \times 8\frac{1}{2}"$		
6 " x 4 "		
4 " x 6 "		
3 " x 5 "		

# Motion Pictures For Business Education

LAWRENCE VAN HORN

*High School, Dover, New Jersey*

PAN-AMERICAN UNION, Section of Motion Pictures, Washington, D. C. Free loans.

Borrower pays transportation charges both ways. Many 16 mm. and 35 mm. silent and sound films pertaining to the republics of Latin America. Films are non-inflammable safety stock, 400 feet, about 10 minutes each. Two-reel subjects (16 mm. film) are available in 400- and 800-foot reels; the latter makes it possible to give a continuous showing without stopping to change reels. In requesting film, indicate name and model of projection equipment used. For listings, write for "Motion picture films available through the Pan-American Union."

*Where Seas Are Joined.* 35 mm. only, 1 reel, sound, free loan. The Panama Canal, one of the greatest engineering achievements in the world.

NU-ART FILMCO, 145 West 45th Street, New York, N. Y. Sell and rent 16 mm. and 35 mm. silent and sound films. Sale prices vary; sound films are subject to a  $3\frac{1}{3}$  per cent discount. No discount on silent. Rentals: Sound, \$2 per reel per day plus transportation charges; silent, \$1.25 per reel per day plus transportation charges. A few films on commercial geography. Write for list.

*Man, The Social Builder.* 16 mm., 1 reel, silent, rental \$1.25, sale price \$15. A study of the progress of mankind in socialization or group living. Picturizes age-old cliff dwellings up to the most modern forms of habitation.

## Retail Selling

ASSOCIATED WOOL INDUSTRIES, 386 Fourth Ave., New York, N. Y. Free loans, 35 mm., sound-slide film. Projection machine can be rented at small charge from Western Union. A teacher's guide, telling exactly how to pre-

sent each film, is supplied free. It contains full copy of the script.

*The Seven Wonders of Wool.* 35 mm., sound-slide film, 1 reel, free loan, showing time 30 minutes. Wool from a factual angle—from the fiber to the fabric. The sales-training scenes are laid in a department store. Every possible phase of wool textile information is given.

*Suitability Sells Suits.* 35 mm., sound-slide film, 1 reel, free loan, showing time 20 minutes. Covers the selling of men's wear, based on the "Balanced Wardrobe" plan.

## General Business

WHOLESALE FILM SERVICE, INC., 48 Melrose St., Boston, Massachusetts. Rent and sell 16 mm. and 35 mm. sound and silent films. Sale prices on request. Borrower pays transportation both ways. Very large listings. Ask for catalogues.

*Ancient Industries in Modern Days.* 35 mm., 1 reel, silent, rental \$2.50. Industries which have survived through the centuries in far-away lands.

*New York's East River Tunnels.* 35 mm., 1 reel, silent, rental \$2.50. A great city's mechanical achievements.

*How the Brooklyn Bridge Was Built.* 35 mm.,  $\frac{1}{2}$  reel, silent, rental \$1.25. A combination of photography and animated drawings shows how this famous structure was erected.

*Swapping Foundations Under Skyscrapers.* 35 mm.,  $\frac{1}{2}$  reel, silent, rental \$1.25. Shows how the construction of the Seventh Avenue subway tubes under New York City buildings was accomplished.

*Our Mechanical Servant.* 35 mm.,  $\frac{1}{2}$  reel, silent, rental \$1.25. Principle of the elevator.

*America's Natural Resources.* 35 mm., 1 reel, silent, rental \$2.50. Interesting facts, giving an idea of the wealth of our country's resources, through her plains and mountains.

*Romance of the News.* 35 mm., 1 reel, silent, rental \$2.50. Depicting the extensive and complicated

business of gathering the news and publishing a newspaper.

*Time*. 35 mm., 1 reel, silent, rental \$2.50. History of the origin of time-measuring methods employed by Man down through the ages, from sundial to the present day.

*History of Aviation*. 16 mm., 1 reel, silent, rental \$1.50. The history of aviation and Lindbergh's flight across the Atlantic.

*Aviation, Learning to Fly*. 35 mm., 2 reels, silent, rental both reels \$5.00. History of aviation. Our nation-wide system of flying centers and schools.

*Reporting the News*. 35 mm., 1 reel, silent, rental \$2.50. Visualizing how the great army of cameramen and correspondents all over the world have helped to gather the facts and pictures which have made history in the last two decades.

*One Hundred Years of Railroad Development*. 16 mm.,  $\frac{1}{2}$  reel, silent, rental \$1. Showing how we have progressed in our methods of transportation.

*Civics*. 35 mm., 1 reel, silent, rental \$2.50. Authentic facts relating to the forming of the Constitution of the United States and some of the men responsible for the document.

### **Banking**

*The Story of the Bank Book*. 35 mm., 1 reel, silent, rental \$2.50. A never-to-be-forgotten lesson on systematic saving.

*Modern Banking*. 35 mm., 1 reel, silent, rental \$2.50. Functions, operations and the daily routine in a modern bank.

### **"The Romance of the Republic" Series**

The following films, also obtainable from the Wholesome Film Service, show the operations of the great departments of the Federal Government at Washington, where beats the mighty heart of the Republic. Made in co-operation with the United States Government. Rentals \$2.50 per reel, per school; \$2 per reel when three or more reels are ordered.

*State Department*. 35 mm., 1 reel, silent. Concerned with correspondence with public Ministers and Consuls of the United States and with representatives of all foreign countries. Splendid views of the City of Washington.

*Treasury Department*. 35 mm., 1 reel, silent. Management of the national finances, the monetary, fiscal and bookkeeping departments of the government, Treasury Building, reserve vault.

*Department of Commerce*. 35 mm., 1 reel, silent. Championing American interests in the battle for World Trade.

*Department of Interior*. 35 mm., 2 reels, silent. Steward of the Nation's wealth: supervision of public business relating to inventions and patents, pensions, public lands, etc.

*Department of Justice*. 35 mm., 1 reel, silent. De-

partment of Justice Buildings, old and new. The work of the Federal Bureau of Investigation and the Secret Service.

*Department of Labor*. 35 mm., 1 reel, silent. The Labor Building; supervising the work of examining immigrants arriving at Ellis Island. Scenes of New York Bay and the Statue of Liberty.

*Post Office Department*. 35 mm., 1 reel, silent. Creed of the Postal Service. Views of the Post Office Building in Washington, distribution of mail at the source, and various other operations of the service.

### **Motion Picture Equipment**

**RADIOMAT SLIDE COMPANY, INC.**, 1819 Broadway, New York, N. Y.

Manufacturers and distributors of RadiO-Mats, the patented typewriter slide, known as the "Stationery of the Screen." One can write, typewrite, or draw on them as easily as on paper. Used for introducing and explaining photographic and stereopticon slides and films. Sold in boxes of 50 with white, amber or green transparency. Write for illustrated literature.

**VAPORATE COMPANY, INC.**, 130 West 46th Street, New York, N. Y.

Peerless Vaporate Film Treatment gives film the qualities needed in order to endure, makes it tough but pliable, impervious yet permanently lubricated. The film is protected against heat, climate, abrasion, and defacement. Effective for guarding color pictures or delicate sound effects. Illustrated literature and prices available on request.

**VICTOR ANIMATOGRAPH CORPORATION**, Davenport, Iowa.

Sell 16 mm. movie cameras, 16 mm. Animato-phone sound-on-film projectors. Prices and literature on request.

**HOLMES PROJECTOR COMPANY**, 1815 Orchard Street, Chicago, Ill.

Sell various models 16 mm. sound-on-film projectors, portables; and 35 mm. sound-on-film Educator ball-bearing projectors. Accessories. Special equipment for schools. Demonstrations and prices on request.

**SPENCER LENS COMPANY**, Buffalo, N. Y.

Sell Delineascopes and projectors for classroom use, also many different types of screens, accessories, projector tables, and lantern-slide boxes. For prices, ask for catalog K 78. See catalog, "Spencer Delineascopes," for literature which describes each type.

**EASTMAN KODAK COMPANY**, Rochester, N. Y.

16 mm. and 8 mm. movie equipment, 16 mm. motion-picture cameras, still cameras, and Kodascopes. Prices on request.



## n the Lookout

**Archibald Alan Bowle**

*Let Mr. Bowle help solve your equipment and supplies problems. He'll be glad to hear from you.*



**47** It is a job which we assign to ourselves to keep our readers informed not only of things which they can immediately purchase, but of items of development in the field that show a step ahead of the times. When first it was made public, we mentioned in these columns "Polaroid," the non-glare glass for which we foresaw many possibilities.

Still a step ahead of the procession, we are glad to call attention to Polaroid's first light unit, designed primarily for desk use. It is an entirely new type of illumination said to be free from reflected glare. It focuses the light on the working plane and makes an even distribution of the light over the reading surface.

Polaroid, the material effecting this control of light, is the invention of Edwin H. Land, a well-known Boston scientist. Light from an ordinary bulb is passed through a sheet of this transparent material to remove the light waves which cause reflected glare.



Waves or vibration useful for seeing are not affected, but those ordinarily reflected as white specular light (glare) are eliminated. This, it is said, results in a startling clarity of detail unobscured by reflections, and we believe it.

**48** When a great many papers have to be sorted, the "Y and E" direct-vision sorter comes to the rescue. Triangle tabs on the dividers, with changeable labels, permit notations to correspond with any file desired—alphabetic, numeric, geographic, or subject. The guides, made of black pressboard, expand as the volume of papers in the sorter increases. The danger of leaving small papers in the sorter is eliminated by the "all clear" holes in the guides.

The tray occupies an area of 10 by 9 inches and has a capacity of approximately 2,000 papers. Caster bases are available to support the tray if desired.

The sorter is made in two sizes, one for letter size or other large papers, and the other for checks or cards.

**49** Tops for desks, tables, and counters are the product of George E. Fox, under the title, "Perma Tops." It is said that they are proof against warping, cracking, water, cold and heat; are rigid, inexpensive, durable, and attractive. Perma is a fabricated board. Placed on top of the desk, it satisfactorily covers up the sore spots!

**50** The Worcester Wire Novelty Company advertises an Accesso wire desk tray with new hand openings on all four sides which make for easy and quick access to papers. The trays are of strong and durable welded construction, and can be built up to any height desired.

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A. A. Bowle  
The Business Education World  
270 Madison Avenue, New York, N. Y.

May, 1938

Please send me, without obligation, further information about the products circled below

47, 48, 49, 50

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# Your Professional Reading

Jessie Graham, Ph.D.

*Let Dr. Graham's authoritative reviews guide your professional reading. She is constantly on the lookout for new books, articles, and tests on business education.*



## Landmarks of Economic Thought

By John M. Ferguson (University of Pittsburgh), *American Business Fundamentals*. Longmans, Green, and Company, New York, 1938, 295 pp., \$1.

There are whole libraries of books on economic thought and innumerable courses in economics; yet how few persons, except the professional economists, understand the ideas that have been presented during the world's history about the forces which sway men in their business activities. How important is the "wealth of nations," yet how feebly are comprehended all the relationships and interrelations involved!

In this book, economic thought—thought about man's endeavor to obtain the things he needs for the satisfaction of an ever-growing number and variety of wants—is traced from the ancient to the modern world. As details are omitted, the reader is able to get the entire picture.

The beliefs of leading economists are clearly set forth in the text and summarized in the appendix. The theories held by leading economists relative to value, capital, rent, wages, interest, profits, and cost of production are stated in few words and are contrasted and compared with beliefs held by other schools. The survey takes the reader from the ancient world to modern times.

While women have had much to do with the spending of wealth, they have had little part in the formulation of economic beliefs. There is not one woman mentioned in this extensive panorama of the study of economics.

The book closes with a section on the possibilities for good to society arising from the beliefs held by economists. "Would that economists were so organ-

ized as to render to society that service which society has a right to expect from its paid servants!"

The cross-referenced supplementary readings indicate chapters of each reference book which relate to the subject matter of each chapter of this book. There is also an extensive reference bibliography in addition to a group of questions for each chapter.

This book is valuable as a text for a course in economics and also as a guide for the person who wishes to study economics by himself.

## *The Education of Hyman Kaplan*

By Leonard Q. Ross (pseudonym), Harcourt, Brace and Company, 176 pp., 1937, \$2.

As the story of the education of Hyman Kaplan is well known and the book is not an "education" book, strictly speaking, this review will be brief, merely saying in effect, "If you haven't read it, do so."

It is meant to be read for enjoyment, not for study, but it has several messages for the teacher.

First, there is the "seeing eye" of this evening-school teacher. He was able to see the course through the eyes of his pupils. He found humor, kindly sentiment, a touch of pathos, and deep earnestness in a class in English for new Americans, whereas another teacher might have looked upon this experience as a trying chore and upon the class as a group of uninteresting individuals.

Without this "seeing eye," Mr. "Pockheel" could not have enjoyed the education of Hyman Kaplan. In the class of a teacher with less sympathy and insight, Mr. Kaplan would not have "loved his school."

Second, this teacher not only saw the human-interest values in his class; he told about them. While the story is labeled "fiction," it could not have been written, or at least told, by anyone who has not taught evening school. More teachers should share their experiences with others.

## Teaching Composition and Literature

By Lucia B. Mirrieles, Ph.D. (Montana State University), Harcourt, Brace and Company (revised and enlarged edition), 1937, 576 pp., \$2.50.

Whenever we invite a panel of businessmen to address us, we are sure to hear among other things, "They can't spell; they can't punctuate; and they don't understand grammar."

We seize eagerly, therefore, upon anything that tells us how to teach the mechanics of English. While this book is entitled, "Teaching Composition and Literature," it contains chapters on the teaching of minimum essentials, functional grammar, spelling, punctuation, and vocabulary. In the in-

introductory chapter, "New Trends in High School Teaching," examples of integrated units in English and social living are given.

This is followed by a very good chapter on the preparation the teacher is to make before assigning compositions and also her attitude and standards in grading compositions.

We all agree with this statement, "In each term there should be a few decencies in form and written expression that must be acquired by every pupil before he can be passed to a higher grade."

Would that this plan were followed! When we get pupils in transcription classes, we feel at times that we must start at the very beginning and teach everything we can of the minimum essentials of English usage. A list of these minimum essentials is given by Dr. Mirrieles, with the warning that they must not be accepted unquestioningly and put into practice immediately. The building of a list of minimum essentials, the mastery of which is to be required, is a slow growth, involving the co-operation of pupils.

Sentence sense, sentence variety, unity, coherence, and emphasis are the subjects covered in another chapter.

In the chapter on spelling, punctuation, vocabulary building, and mechanics of English, each section includes a lively discussion of teaching, a list of suggested exercises, and suggested reading for teachers and pupils.

The final chapter may be read with profit by all teachers, no matter what their special interests. It is entitled, "Some Problems Confronting the Prospective Teacher of English." There are helpful sections on "your relations to the community," "your relations to your superior officers," "your relation with your pupils," and "your attitude towards your class as a private individual." Very good advice as to starting a high school class and getting along with the members of that class is given.

The numerous bibliographical references are annotated, showing careful reading on the part of Dr. Mirrieles. It is indeed a rare occasion when one is able to gather from a bibliography a clear idea of the contribution of the books and magazine articles listed therein.

The chapter on letter writing includes a section on business-letter assignments. The assignments suggested are used by teachers of business correspondence who are trying to vitalize instruction.

This book is recommended to all teachers who are endeavoring to help pupils to improve their English usage.

### Educational Abstracts

Volume II (November-December, 1937), No. 5, Chicago, Illinois, 79 pp., \$1.

The section on commercial education is edited by Dr. E. G. Blackstone of the University of Iowa.

Three of the eight abstracts on commercial education are on testing: one general article, another

on clerical tests, and one on prognostic tests in typewriting.

There is a discussion of commercial education for boys in the English public schools and another about commercial graduates on the job. Typewriting is represented by an article by B. F. Kyker; and shorthand, by the Leslie Functional Method Dictation. Finally, there is a report on the requirements for teachers of merchandising and salesmanship in New York City.

These abstracts are very helpful because of the information they contain. Another value arises out of the fact that our attention is called to articles on commercial education in magazines, such as *The Nation's School*, *The Education Outlook*, *Personnel Journal* and the *High School Journal*.

### A School in Transition

By Samuel Engle Burr (Superintendent of Schools, New Castle, Delaware), The Christopher Publishing House, Boston, Massachusetts, 1937, 210 pp., \$2.80.

This is a story of a school's transition to the activity plan of progressive education from traditional procedures. The transition covers all grades from the primary school up to and including the high school.

The tests given to measure results were similar to those which are used in formal systems. Various outcomes claimed for a progressive program are not measured by traditional tests. That these students stood well in tests in fundamentals speaks well for the new program. According to this report, pupils in reorganized schools are able to pass satisfactorily the traditional school tests and to demonstrate additional values in the new program.

The author believes that a change from the traditional to the activity program should cover twelve years. Administrators and teachers of schools in which such a change is contemplated will find this account of a school in transition a good guide.

### Youth Serves the Community

By Paul R. Hanna (Stanford University) and Research Staff of the Works Progress Administration, D. Appleton-Century Company, Inc., New York, 1936, 303 pp., \$2.

In his recent article on the survival of the high school,<sup>1</sup> Cox says that the broadest hints of the scope of the new high school are to be found in Hanna's *Youth Serves the Community* and in the series of pamphlets on youth, published by the Federal Office of Education. In these, the community is recognized as the curriculum matrix; hence, it provides the origin, the setting, and the applica-

<sup>1</sup>Philip W. L. Cox, "Must the High School Survive?" *Educational Forum*, Vol. II, November, 1937, pp. 25-39.

tion of educational experiences. This comment leads us to re-examine the book.

In *Youth Serves the Community* are reported the results of a survey to discover what children and youth are doing to improve social conditions in this country.

The reports are presented as suggestive of work that may be done by youth rather than as accounts of perfect projects. The introduction by Kilpatrick is an excellent statement of the philosophy underlying the newer programs in secondary education. The discussion is based on the belief that democracy supplies the most satisfactory basis upon which to run society and that the essence of democracy is to be concerned about each individual and his welfare (not to be interpreted as individualism: each man for himself, regardless of others).

Democracy implies that each citizen be encouraged to suggest improvements in the present order. In the economy of our present day, education must be concerned with co-operative efforts for the common good.

"Education" is conceived as a function of many institutions in the community—the church, the club, the school, and all other social organizations with a program of public or semi-public activity.

"Study" is defined as an effort to grapple intelligently with a novel and difficult situation.

"Learning" is thought of as the acceptance of an idea, attitude, or plan of action, or the acquiring of a skill to use thereafter.

Study and learning are inherent parts of life in the changing world in which we live. Learning of this type demands activity; hence, the emphasis upon activity in this book.

The first chapter is a challenge to leadership. It culminates in eight criteria for educational projects: (1) the youth who participate must sense its social effect; (2) youth must have a part in planning the project; (3) youth must have a sporting chance of success in carrying out the project; (4) youth must accept the responsibility for the success or failure of the project; (5) one of the outcomes must be a growth in the total personality of each youth participating; (6) any project must culminate in improvement of living in the community; (7) projects must be the obligation of youth as well as of adults; and (8) in so far as possible, projects must get at the basic problems of improving social welfare.

The projects actually carried on by youth are reported under seven headings: public safety; civic beauty; community health; agricultural and industrial employment; civic art; local history service, inventory, and protection of resources; and socially useful work.

The name of the place where each project is carried on is given. The majority are in the United States, although a few are in foreign countries. A long list of additional projects is given in the appendix. There is also a selected bibliography in the book.

If this book was missed when first published, it

should be read for its philosophical foundation and also for the report of actual projects carried on in various parts of the United States and the rest of the world. If it was read at the time of publication, it will bear re-reading now.

### ***The Problems of Education***

A First Course for the Orientation of Prospective Teachers, by C. C. Crawford, Louis T. Thorpe, and Fay Adams (University of Southern California), Southern California School-Book Depository, Los Angeles, California, 1938, 239 pp., \$2.50.

The activity movement has been successful in elementary schools; the integration program has furnished a promising beginning in the secondary schools; in professional education, however, there has been very little experimentation with the activity movement. This is the first book in education to apply the pragmatic philosophy of John Dewey to an education course. The book was written by a psychologist, a director of student teaching, and a specialist on curriculum and methods. Each of these authors has written a preface for the book. There is also a preface by a philosopher.

At first glance, we are inclined to say that 207 topics are too many for one course in education; there are so many ideas that they could not possibly be grasped in one course. We learn from the preface, however, that this book is an introduction to education and not a finishing course. The very number and variety of problems help the student to see that he is entering a complex and extensive field of work.

The 207 topics are grouped under fourteen headings: the school system, organization, finances, buildings, pupils, teachers, major abilities to be gained, teaching and learning, psychological processes, guidance and adjustment, research and measurement, community relations, social life of the school, and broader social philosophy. Each of these problems is allotted one page of the book.

Let us turn to a sample page to see just how the pragmatic idea is carried out. We shall take problem No. 69, "Ability to Consume Goods and Services."

First, there is a question: "How can pupils achieve the virtues of thrift, economy, and efficiency in the selection, use, and care of goods, and in the utilization of the services of others?"

Then several issues are stated. Should pupils be taught that thrift is a virtue? Or should they be encouraged to keep their money in circulation? Can pupils be taught to save their money by intelligent buying of acceptable but unadvertised goods? What good has come from Harap's efforts to develop a curriculum for more efficient appraisal and conception of merchandise? What would happen to our business structure if all pupils were taught to utilize the findings of Consumers' Research and similar agencies? Then five activities are suggested.

Finally, there is a bibliography of seven items. Each problem is treated in this same way—a question, a statement of issues, a list of activities, and a bibliography. In this way, students are introduced to the subject of education through problem solving. The problems are those connected with their chosen fields—problems that are met in everyday teaching situations.

This is indeed an innovation in education books. We can safely predict that students who are introduced to the field of education through this book will have a stimulating and active time.

### Budgeting Control Through Modernized Mechanical Methods

This comprehensive, illustrated book has just been issued by the Burroughs Adding Machine Company to provide assistance in the promotion and improvement of budget control in governmental, educational, industrial, and commercial accounting offices.

All phases of budgetary control and the preparation of periodic operating reports are included in the text, which was written to provide an easily understandable explanation of appropriation accounting. Large double-page displays of accounting forms are used wherever possible to illustrate the points under discussion.

Copies may be obtained without cost at your nearest Burroughs office.

### How to Handle Grievances

Glenn Gardiner, Elliott Service Company, 219 East 44th Street, New York, 1937. 52 pages. Flexible cover edition, 45 cents. Discounts for quantity purchases.

Of interest to teachers of college courses in management, and of indirect interest to all teachers and all school administrators, is this little book on managing people. It relates directly to factory management by foremen, but the thoughts it stirs up will serve as well to solve problems of discipline in classrooms or unsatisfactory situations between teachers—if such there should ever be!

### National Duplicated Exchange

Blanche M. Wean, Chairman, Central Normal College, Danville, Indiana, published monthly, Vol. 5, No. 6 (March, 1938). Membership fee of National Duplicated Paper Association, \$1.50 per year.

This "exchange" is devoted to mimeographed school publications.

The service includes individual criticisms of school papers, loan service, idea book, annual contest, and publication of items relating to duplicated publications.

School papers are rated as having makeup, journalistic, or mechanical difficulties; or "A" for superior publications.

This is a valuable service for all teachers and

students engaging in preparing mimeographed publications.

### How to File and Index

Bertha M. Weeks, The Ronald Press Company, New York, 1937. 261 pp., \$2.50.

Out of practical experience and intimate knowledge of the field of filing and the teaching of filing, Miss Weeks has written this treatise.

This is a manual for the office worker rather than a school textbook. It is very readable and contains many illustrations, and is up to date in every way.

The book was written for the office worker, but should be read by all teachers of filing and be available for consultation by pupils of filing. How much work a file clerk does should be enlightening to school people; for example, with a flat sorter from 1,500 to 3,500 pieces may be sorted per hour into many divisions or groups at one sorting. Cards may be filed in an alphabetic name file at the rate of 225 cards per hour; marked letters may be filed at the rate of 300 pieces per hour; while correspondence may be marked and rough sorted at the rate of 225 pieces per hour.

It is interesting to note that the average file department maintains an accuracy of less than one error in 1,000, and some do not have three errors in 10,000. This accuracy figure is obtained by some type of check or audit, not necessarily of the whole file, but of representative portions of it, and is maintained by various bonus and wage incentive plans from which deductions are made for such errors.

The chapter on personnel gives a list of personality traits desired in file clerks. Each trait is explained so that anyone should be able to obtain a pretty good idea of his ability to do the work in a file department with satisfaction to the employer and to himself.

Some of the special information includes three pages of the United States departments and their organization, the main divisions of the United States War Department decimal subject file, the Williams railroad decimal subject classification, the Dewey decimal classification, subject headings for a traffic-department file, for an automobile subject file, for interdepartment correspondence, for a hospital classification of diseases, for names of pictures by subject in the file of an advertising agency.—H. V. Main.

### Beautiful Pins for Your Students

If your students have qualified for the certificates, the beautiful emblem pins of the O. G. A., O. A. T., C. T., and the Transcription Pins at 60, 80, and 100 words are available to them for the nominal price of 50c each. Illustrated circular mailed upon request. Orders and remittances should be sent to

**THE ART & CREDENTIALS DEPARTMENT  
270 Madison Avenue      New York, N. Y.**



**U**P from a city in Central America, comes this good news, addressed to Milton Briggs, director of the divisions of bookkeeping and junior business practice.

**DEAR MR. BRIGGS:** A job! Yes indeed! That has been the outcome of your letter to me. Your letter was published in the local papers through my teachers. This I am revealing to you so that your B.E.W. projects may encourage other students throughout the world to realize the value of project work. To me the B.E.W. project has been worth much.

Leading firms in the Colony read the article, whereupon the following day a job was offered me. I certainly find it a difficult task to express my gratitude.

I was discouraged a year ago; when Cambridge reports arrived, I had failed. My teachers showed no signs of being displeased nor uttered a word of discouragement. Finally, having heard of your projects, I determined to give up the Cambridge idea completely. Taking my teachers' advice, I became a commercial student. Now I have discovered how beneficial your projects have proved to be.

My commercial education is not complete, since I have had but one year of bookkeeping. I am planning to continue the project work, because it is important, I am sure, in maintaining and developing our education system.—*F. G. S.*

**A**ND here is part of a good letter from one of the teachers in St. Catherine's Academy, Belize, British Honduras. In spite of extremely high postage, great distance, and infrequent mail boats from New Orleans, the teachers at St. Catherine's have sent papers for projects in all three divisions—bookkeeping, business letter writing, and junior business practice.

Commercial work in our school is comparatively new. The bookkeeping and junior business training were begun in January, 1937. Gregg shorthand and typing classes began October, 1937. Of course, we are anxious that the girls do well.

In order to take part in the work next year, we

are planning to have a play the last week in April—that is when school is dismissed for the summer holidays. The proceeds will be used for our projects, and if we receive a sufficient amount we shall continue to take part in the three departments. . . .

We are enclosing a list of names of those who have their five seals. We are grateful to you for all the helps during this school year. Your projects have been valuable to our girls who have had such limited experiences. They have improved in penmanship, spelling, neatness and accuracy.—*Sister Mary Agnes, R.S.M.*

#### To THE EDITOR:

I am gratified to find that both my classes have participated 100 per cent in the project this month. I think that your projects are well worth while, since they can make even the slower and less confident pupils eager to participate without any coercion. You will note that finally I have succeeded in entering the four who have not as yet received a certificate. Their papers are not very wonderful, I admit, but I think it is really something accomplished to have any to submit from less gifted pupils.

When your criticisms and seals and certificates arrive, there is great interest and excitement. Each girl searches out from the file the duplicate of her letter and goes over the corrections you have indicated. Then there is the public presentation of the seals and certificates and the entering of a gold star on the Honor Roll.

With best wishes for the success of the good work you are doing in education.—*Sister Mary Fidelis, F.C.J., St. Patrick's High School, Providence, R. I.*

#### To THE EDITOR:

When writing my letter, I do not make an outline. If I do, my letter always comes out stiff and formal. As a thought enters my mind, I record it on the paper. My letter is constructed as I go along. After having made a rough copy, which I frequently revise, I rewrite it four or five times. Then I type it. Typing the letter is the hardest part for me. When I have almost reached the finishing point, I manage to strike a *b* instead of a *v*. [You didn't this time. Ed.]

These projects have helped me in many ways. First, I have learned to have more patience. I have learned the basic fundamentals for good letter-writing. Lastly, I now know the importance of the correct use of punctuation and accuracy in my spelling.—*Lillian Maillard, student, Agawam (Massachusetts) High School.*

#### To THE EDITOR:

After thinking it over, I have decided that I really do follow definite steps in solving the projects. In class our teacher discusses the project with us. We read the pamphlet to see that we understand just what we are to do.

May I interrupt here to tell you how much I like the pamphlets you publish to aid the pupils in solv-

ing the projects? Before these came out, our teacher, Miss Gertrude Belyea, had to spend much time dictating to us the material that now comes in printed form.

After we discuss the material in class, I read it over to find my best selling points. Then I submit a rough draft to Miss Belyea. When she OK's the copy, I type it to be sent to you.

I think the projects are very helpful to the book-keeping and salesmanship students. We gain much valuable experience that we could not get through our textbooks.

The certificates of achievement which you are offering this year will aid graduates in obtaining a position, as they will prove to the prospective employer that the applicant for the position has ability and has had experience in writing business letters.—*Dorothy Lunden, student, Agawam (Massachusetts) High School.*

## In Other Magazines

ALICE BLACK

*Education.* "It is not the place of adults, be they parents or teachers, to superimpose a body of pre-conceived ideas and assembled information upon youthful candidates for knowledge, but rather to encourage them to do their own thinking and exploring after truth," says Dorcas Ray in the February issue, p. 337. The author continues:

"Thinking is as essential to the rational nature of man as breathing is to the physical. If the curriculum is to look to the thought-matter for its source of supply, it will find a far wider selection of materials than if it utilizes only subject matter. The belief that learning should be personal, not aloof, a process intimately associated with the child, has given rise to the unit-of-experience idea; that is, the belief that the child should see some connection between his lessons and his out-of-school life."

*Educational Research Bulletin.* In his report of a study of programs of graduate education, James E. Wert states in the February, 1938, issue (page 29) that "all is not well" with prevailing graduate programs leading to the degree of Master of Arts in Education.

He found that the master's degree is quite generally looked upon as a research degree, that graduate programs based on the needs of high school teachers have not yet been developed, and that graduate programs now serving high school teachers have been designed for students who have had teaching experience.

*Educational Method.* "The effort of this discussion is to help shift conscious education from the older basis of formal preparation for later living to the more desirable basis of the highest present living, primarily because this latter is (as Ruskin once

said) the only real wealth, secondarily because it seems also at the same time the best preparation for future living," says William H. Kilpatrick in the January issue (page 149).

Mr. Kilpatrick based his discussion on four things: "First, that we learn only as we react; or more precisely, we learn our reactions, nothing less and nothing more; second, that we learn all our proposed reactions, but we learn positively only those that we accept to act on or live by; third, that learning is, on its habit or retention side, only and exactly the automatic storing away for future use of any and all advances in living; and fourth, that accordingly we learn what we live, then live what we have learned."

*The Journal of Education.* "Everyone who has the best interests of the children at heart feels that one of the most potent needs of the schools today is excellent teachers, and the question naturally arises as to what constitutes such teachers," says Francis R. Copper in the March, 1938, issue (page 85).

The author's specifications for a "perfect" man teacher are as follows:

Physically, he should be well above the average in height and strength and without blemishes or defects; his personality should be pleasing, strong, and forceful, such as to inspire confidence on the part of the pupils, his colleagues, and the citizens of the community; mentally, he should have a strong, analytical, well-balanced, just mind, one quick to grasp a problem and capable of wrestling with it till it is solved; socially, he should have a cultured background and be at home with his superiors as well as with his inferiors; and educationally, he should have a broad general college training with considerable specialization in the field of his particular interest, having of course a clear comprehension of the great fundamental objectives of education and of life.

How would your specifications for a "perfect" teacher differ from the author's?

*Social Education.* "It is obvious that the schools have failed up to date to educate for peace, if we can judge from the actions of the adult world to-day," states Nelle E. Bowman in the March issue (page 169).

She feels that a constructive program of peace should come from youth, with its interests, enthusiasms, and courage to face facts. She also believes that we should make young people understand how emotions are played upon and teach them to beware of propaganda.

"It will be impossible to influence young people toward peace," continues Miss Bowman, "unless we, as school people, join forces with the adults of the community in bringing about better educational influences wherever found."

Miss Bowman ends by saying, "Those of us who teach are in a position to guide the destinies of our nation, if we stick to our ideal of world peace and are willing to go on working for it in the face of discouraging facts of war and rumors of war."

# Business Education Summer School Directory

## (Concluded)

### MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. June 1 to August 11. W. H. Zeigel, Director; C. V. Casady, Head of Department.

MISSISSIPPI STATE COLLEGE, State College. June 3 to July 7. S. B. Hathorn, Director; W. W. Littlejohn, Head of Department.

STATE TEACHERS COLLEGE, Hattiesburg. Two terms: June 6 to July 12; July 13 to August 12. Cecil A. Rogers, Head of Department.

### MISSOURI

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. May 30 to August 4. George W. Diermers, Director; Myrtle Downs, Head of Department.

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville. May 30 to August 5. Walter H. Ryle, President; Dr. P. O. Selby, Head of Department.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. Two terms: May 31 to July 1; July 5 to August 4. Dr. Uel W. Lamkin, President; Dr. W. G. Shover, Head of Department.

STATE TEACHERS COLLEGE, Springfield. May 30 to August 4. Dr. Roy Ellis, President; J. D. Delp, Head of Department.

UNIVERSITY OF MISSOURI, Columbia, June 13 to August 5. Dr. Theo. W. H. Irion, Director; Merea Williams, Head of Department.

WASHINGTON UNIVERSITY, St. Louis. June 17 to July 29. Isidor Loeb, Director.

### MONTANA

MONTANA STATE UNIVERSITY, Missoula. Two terms: June 13 to July 22; July 4 to August 12. Dr. G. D. Shallenberger, Director; Mrs. Brenda F. Wilson, Head of Department.

### NEBRASKA

NEBRASKA STATE NORMAL COLLEGE, Chadron. Two terms: June 6 to July 13; July 13 to August 19. Robert I. Elliott, Director; Maude Ummel, Head of Department.

NEBRASKA STATE TEACHERS COLLEGE, Kearney. Two terms: May 31 to July 8; July 9 to August 12. Herbert L. Cushing, President; Charles Apel, Head of Department.

NEBRASKA STATE TEACHERS COLLEGE, Wayne. Two terms: June 6 to July 15; July 16 to August 20. J. T. Anderson, President; Arlie Sutherland, Head of Department.

NEBRASKA STATE TEACHERS COLLEGE, Peru. Two terms: June 6 to July 13; July 14 to August 19. W. R. Pate, President; Nona Palmer, Head of Department.

THE UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 7 to July 15 (short course); June 6 to August

5. R. D. Moritz, Director; Luvicy M. Hill, Head of Department.

### NEW JERSEY

RIDER COLLEGE, Trenton. June 21 to August 19. Dr. Joseph W. Seay, Director; Dr. T. H. Winters, Head of Department.

RUTGERS UNIVERSITY, New Brunswick. July 5 to August 12. Dr. C. E. Partch, Director.

### NEW MEXICO

EASTERN NEW MEXICO NORMAL SCHOOL, Portales. June 6 to July 26. Floyd D. Golden, Director; Harold H. Green, Head of Department.

NEW MEXICO NORMAL UNIVERSITY, Las Vegas. Two terms: June 6 to July 15; July 18 to August 19. Dr. Harry C. Gossard, Director; Robert E. Slaughter, Head of Department.

NEW MEXICO STATE TEACHERS COLLEGE, Silver City. June 6 to July 29. Leon M. Bower, Director; Elmer C. Humphrey, Head of Department.

### NEW YORK

UNIVERSITY OF BUFFALO, Buffalo. July 5 to August 13. Leslie O. Cummings, Director; Bernard Shilt, Head of Department.

CHAUTAUQUA, New York University Credit Course Department. July 11 to August 19. John W. Withers, Dean; George D. Smith, Director.

COLUMBIA UNIVERSITY, New York. July 6 to August 13. Dr. John J. Coss, Director; William E. Harned, Head of Department.

COLUMBIA UNIVERSITY TEACHERS COLLEGE, New York. July 6 to August 13. Dr. John J. Coss, Director; Dr. H. L. Forkner, Head of Department.

HUNTER COLLEGE of the City of New York. July 11 to August 19. Professor A. Broderick Cohen, Director; Professor Rudolf K. Michels, Head of Department.

NEW YORK STATE COLLEGE FOR TEACHERS, Albany. July 5 to August 13. Milton G. Nelson, Director; G. M. York, Head of Department.

NEW YORK UNIVERSITY, New York. School of Education. Two terms: June 6 to July 1; July 5 to August 12. Dr. Paul S. Lomax, Chairman, Department of Business Education.

SYRACUSE UNIVERSITY, Syracuse. Two terms: July 5 to August 12; August 15 to September 17. Dr. Ernest Reed, Director; Professor George R. Tilford, Head of Department.

### NORTH CAROLINA

WESTERN CAROLINA TEACHERS COLLEGE, Cullowhee. Two terms: June 11 to July 21; July 23 to August 31. Dr. C. H. Allen, Director; Annie Hammond, Head of Department.

WOMAN'S COLLEGE of the UNIVERSITY of NORTH CAROLINA, Greensboro. June 8 to July 16. W. C. Jackson, Director; Dr. Thomas W. Noel, Head of Department.

## NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June 6 to July 29. H. O. Pippin, President; L. G. Pulver, Head of Department.

STATE TEACHERS COLLEGE, Mayville. June 6 to July 29.

STATE TEACHERS COLLEGE, Minot. June 6 to July 31. Dr. George A. McFarland, President.

STATE TEACHERS COLLEGE, Valley City. June 6 to July 29. Dr. James E. Cox, Director; Mabel Snoeyenbos, Head of Department.

## OHIO

DESALES COLLEGE, Toledo. June 27 to August 5. Monsignor F. J. Macelwane, Director; Phillip A. Bennett, Head of Department.

KENT STATE TEACHERS COLLEGE, Kent. June 20 to August 12. J. L. Blair, Director; Arden L. Allyn, Head of Department.

OHIO UNIVERSITY, Athens. Two terms: June 13 to August 5; August 8 to August 27. Dr. Einar A. Hansen, Director; A. H. Armbruster, Head of Department.

STATE COLLEGE, Bowling Green. June 13 to August 5. Clyde Hissong, Director; Dr. E. G. Knepper, Head of Department.

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 20 to July 26; July 27 to August 28. Dean L. A. Pechstein, Director; Ray G. Price, Head of Department.

WESTERN RESERVE UNIVERSITY, Cleveland. June 20 to July 29. Dr. Harry N. Irwin, Director; Wm. L. Moore, Head of Department.

## OKLAHOMA

CENTRAL STATE TEACHERS COLLEGE, Edmond. May 31 to July 29. John O. Moseley, President; Earl Clevenger, Head of Department.

NORTHEASTERN TEACHERS COLLEGE, Tahlequah. May 30 to July 29. John Vaughan, Director; Jewel G. Golden, Head of Department.

NORTHWESTERN STATE TEACHERS COLLEGE, Alva. May 30 to July 29. Dr. E. E. Brown, Director; Alice Eckel, Head of Department.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, Stillwater. Two terms: May 31 to July 29; August 1 to September 2. Dean N. Conger, Director; Dr. McKee Fisk, Head of Department.

SOUTHWESTERN TEACHERS COLLEGE, Weatherford. May 30 to July 29. Dr. W. W. Isle, President; A. C. Guffy, Head of Department.

UNIVERSITY OF OKLAHOMA, Norman. June 8 to August 2. W. B. Bizzell, President; E. E. Hatfield, Head of Department.

## OREGON

STATE COLLEGE, Corvallis. June 20 to July 29. M. Ellwood Smith, Director; Mrs. Bertha W. Stutz, Head of Department.

## PENNSYLVANIA

ELIZABETHTOWN COLLEGE, Elizabethtown. Dean R. C. Baugher, Director.

GROVE CITY COLLEGE, Grove City. June 27 to August 7. President Weir C. Ketler, Director; Professor F. H. Sumrall, Head of Department.

MARYWOOD COLLEGE, Scranton. June 25 to August 4. Sister M. Immaculata, Director; Sister M. St. Agnes, Head of Department.

STATE TEACHERS COLLEGE, Bloomsburg. Two terms: June 20 to July 31; August 1 to August 20. Dr. Francis B. Haas, President; William C. Forney, Head of Department.

STATE TEACHERS COLLEGE, Indiana. Two terms: June 13 to July 23; July 25 to August 13. M. J. Walsh, Dean of Instruction; G. G. Hill, Head of Department.

STATE TEACHERS COLLEGE, Shippensburg. Two terms: June 21 to July 30; August 1 to August 20. Dr. J. Linwood Eisenberg, Director; N. B. Curtis, Head of Department.

SUSQUEHANNA UNIVERSITY, Selinsgrove. June 27 to August 6. R. B. Nell, Dean; Irvin Reitz, Head of Department.

TEMPLE UNIVERSITY, Philadelphia. June 27 to August 5. Harry A. Cochran, Director.

UNIVERSITY OF PITTSBURGH, Pittsburgh. July 6 to August 12. F. W. Schockley, Director; D. D. Lessenberry, Head of Department.

## RHODE ISLAND

BRYANT COLLEGE, Providence. July 5 to August 12. Harry Loeb Jacobs, President; John L. Allan, Director.

## SOUTH CAROLINA

UNIVERSITY OF SOUTH CAROLINA, Columbia. June 7 to July 29. Dr. J. A. Stoddard, Director; George E. Olsen, Dean of School of Commerce.

## SOUTH DAKOTA

HURON COLLEGE, Huron. June 8 to July 15. Herbert G. Titt, Director; Dr. Otto J. Beyers, Head of Department.

NORTHERN STATE TEACHERS COLLEGE, Aberdeen. June 13 to July 22. Dr. C. G. Lawrence, Director; Merle Trickey, Head of Department.

UNIVERSITY OF SOUTH DAKOTA, Vermillion. June 6 to July 15. Dr. William H. Batson, Director; Lucile Pixley, Head of Department.

## TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. June 6 to July 15. Dr. S. C. Garrison, President; J. D. Fenn, Head of Department.

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 13 to July 20; July 21 to August 26. Dean John A. Thackston, Director; Dr. Benjamin R. Haynes, Head of Department.

## TEXAS

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 6 to July 15; July 18 to August 26. A. W. Birdwell, President; J. H. Wisely, Head of Department.

**EAST TEXAS STATE TEACHERS COLLEGE**, Commerce. Two terms: June 6 to July 15; July 18 to August 26. Dr. S. H. Whitley, President; Dr. Stanley Pugh, Head of Department.

**NORTH TEXAS AGRICULTURAL COLLEGE**, Arlington. Two terms: June 7 to July 17; July 19 to August 28. Dean E. E. Davis, Director; B. C. Barnes, Head of Department.

**SAM HOUSTON STATE TEACHERS COLLEGE**, Huntsville. Three terms: May 26 to June 8; June 8 to July 15; July 18 to August 25. Dr. C. W. Shaver, Director; J. Roy Wells, Head of Department.

**SOUTHWEST TEXAS STATE TEACHERS COLLEGE**, San Marcos. Two terms: June 6 to July 16; July 18 to August 26. L. H. Kidd, Registrar; C. E. Chamberlin, Head of Department.

**SUL ROSS STATE TEACHERS COLLEGE**, Alpine. Two terms: June 7 to July 16; July 18 to August 26. Dr. H. W. Morelock, President; Solon Ayers, Head of Department.

**TEXAS COLLEGE OF ARTS AND INDUSTRIES**, Kingsville. Two terms: June 6 to July 16; July 18 to August 25. J. O. Loftin, President; J. R. Manning, Head of Department.

**TEXAS CHRISTIAN UNIVERSITY**, Fort Worth. Two terms: May 31 to July 9; July 11 to August 19. E. M. Waits, President.

**UNIVERSITY OF TEXAS**, Austin. J. W. Calhoun, Acting President; Florence Stullken, Head of Department.

**WEST TEXAS STATE TEACHERS COLLEGE**, Canyon. Two terms: June 2 to July 30; August 1 to August 19. J. A. Hill, President; W. E. Lockhart, Head of Department.

#### UTAH

**BRIGHAM YOUNG UNIVERSITY**, Provo. Two terms: June 13 to July 22; July 25 to August 27. Pro-

fessor H. R. Clark, Dean, College of Commerce; A. C. Lambert, Director.

**UNIVERSITY OF UTAH**, Salt Lake City. June 13 to July 23. Dean Milton Bennion, Director.

#### VERMONT

**UNIVERSITY OF VERMONT**, Burlington. July 5 to August 13. Bennett C. Douglas, Director; Professor Catherine F. Nulty, Head of Department.

#### VIRGINIA

**STATE TEACHERS COLLEGE**, Fredericksburg. July 13 to August 20. Dr. M. L. Combs, Director; Dr. J. H. Dodd, Head of Department.

**UNIVERSITY OF VIRGINIA**, Charlottesville. Two terms: June 20 to July 30; August 1 to September 3. Dr. Charles G. Maphis, Dean; S. M. Kanady, Head of Department.

#### WASHINGTON

**STATE COLLEGE OF WASHINGTON**, Pullman. June 20 to August 12. A. A. Cleveland, Director; R. B. Hefflebower, Head of Department.

**UNIVERSITY OF WASHINGTON**, Seattle. June 20 to August 19. Dr. Henry A. Burd, Director.

#### WEST VIRGINIA

**MARSHALL COLLEGE**, Huntington. June 6 to August 6. Dr. Otis G. Wilson, Director; Lee A. Wolfard, Head of Department.

**NEW RIVER STATE COLLEGE**, Montgomery. June 6 to August 5. President E. S. Maclin, Director; T. H. Coates, Head of Department.

#### WISCONSIN

**STATE TEACHERS COLLEGE**, Whitewater. June 20 to July 29. C. M. Yoder, President; Paul A. Carlson, Head of Department.

## B.E.W. PROJECT SERVICE TO BE ENLARGED

**B**EGINNING with the September issue, the BEW will offer two new series of monthly projects—one for students of salesmanship and one on personality development, which can be participated in by every student with great profit to himself.

Bernard A. Shilt, director of secondary commercial education, Buffalo, New York; John N. Given, assistant supervisor in charge of commercial education, Los Angeles, California; and other well-known commercial educators will cooperate with Miss Dorothy M. Johnson and Milton Briggs, directors of the BEW Department of Certification and Awards, in developing the two new series.

Further announcements of both series will appear in the June issue.

Suggestions from our readers regarding the development of these new projects will be most welcome. Address your letters to the managing editor of the **BUSINESS EDUCATION WORLD**, 270 Madison Avenue, New York City.

# Interest Reipublicae Ut Sit Finis Litium

"It concerns the State that there be an end of lawsuits"

CUDDIE E. DAVIDSON

*President, Hamilton College of Commerce, Union City, New Jersey*

CONTRARY, perhaps, to popular belief, there is a basic rule underlying all law which aims to discourage, rather than encourage, litigation or lawsuits. The maxim here considered is well known and constantly applied; it forms the basis for much of the common law designed to limit litigation. This common law now forms a part of our statutory or written law intended to reduce the number of lawsuits to a minimum.

These specific laws which have been incorporated in written law and enlarged upon by statute may be grouped or classified as follows:

FIRST: Those laws which provide a penalty for unnecessary and unwarranted litigation.

SECOND: Those laws which limit the time in which actions at law and suits in equity may be instituted.

THIRD: Those laws and rules of procedure which permit or require the joining or combination of actions into one lawsuit so as to adjudicate several issues in one case, and thus avoid a multiplicity of actions having similar issues.

FOURTH: Those laws which constitute the enlargement and definition of the original Statute of Frauds, which have for their prime object the elimination of controversies between litigants.

Barratry and Champetry are the common designations given to two laws coming within the first classification. Barratry is defined as the crime or offense of frequently stirring up suits or quarrels between individuals, resulting in legal actions. Champetry is the term applied to conduct which encourages litigation by the furnishing of money or means which make a lawsuit possible.

The second group of laws are those which have to do with the limits of time within which actions at law and suits in equity may be started. This group is generally referred to as the Statute of Limitations. The essential attribute of a statute of limitations is that it accords and limits a reasonable time

within which a suit may be brought upon causes of action which it affects. Such laws do not confer any right of action, but are enacted solely to restrict the period within which the right may be asserted.

The limits prescribed by the various statutes vary from one year to as many as twenty years, dependent largely on the permanency and accessibility of the proof involved, or the nature of the action itself.

To illustrate: an action for slander, based on the false spoken word, generally must be brought within a period of one or two years; an action on an oral agreement must also be brought within a very short time. Libel, the false statement in print, may be urged within a longer period of time than that of slander, and the action on a written agreement may be brought within a much longer period of time than on an oral contract.

It is the policy of the state that there shall be a fixed limitation, and statutes of this character have been said to be founded, in part at least, on the general experience of mankind that claims which are valid are not usually allowed to remain neglected, and that the lapse of years without any attempt to enforce a demand creates a presumption against its original validity, or that it has ceased to exist.

Illustrations of the third group are the laws of set-off and counter-claim. These are laws or rules of procedure which, in effect, permit one who has been sued by another to defend the action by urging in the same lawsuit a claim or debt which he may have against the plaintiff, so that both claims may be litigated and disposed of in one and the same action, rather than through the necessity of two lawsuits.

The fourth group is best illustrated by the well-known Statute of Frauds. This law, originally a part of the Magna Charta, is still, with very little variations, a part of the

written law of all English-speaking nations. Time and space do not permit a detailed discussion of this law, but its primary purpose is that of requiring various contracts and the details of certain transactions to be reduced to writing in order to be enforceable as a right in law. The underlying principle of these laws is that agreements reduced to writing are not so susceptible to misinter-

pretation and misunderstanding over a period of time and are not so likely to result in lawsuits as those made by word of mouth.

It is hoped that we have shown a sufficient number of illustrations to convince the mind that law makers are cognizant of the undesirability of litigation and have taken definite steps to indicate that "it concerns the State that there be an end to lawsuits."

## WHILE THEY LAST!

**T**O enable you to complete your treasured file of Bound Volumes of this magazine, we are offering all back numbers available up to Volume 16 at the very special rate of 75 cents each, which includes postage. Twelve volumes in all are included in this offer—all of the early volumes but 1, 12, and 14. There are not many of any one volume on hand, however—so send in your order at once to be sure you do not miss this bargain!

*Each volume contains thousands of words of Dictation Material just as interesting as it was at the date of issue, and many pages of professional reading that will be an inspiration and help in planning your work for the coming year.*

Volumes 16 and 17 may be had at the regular price—\$2.00 each, post paid. And an order placed at the two-dollar rate will bring you a copy of Volume 18 as soon as it comes from the bindery this summer. Orders and remittances for these Bound Volumes should be sent direct to the Subscription Department of the Business Education World. To get your Bargain Volumes, get your letter off today!

# Shorthand Practice Material

## THE GREGG WRITER

*Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.*

### Graded Letters

#### On Chapters Ten to Twelve

The Robert Silvers Company  
140 North Third Street  
Lakewood, Ohio

Gentlemen:

On April 19<sup>th</sup> we submitted for your approval a detailed proposal for printing your magazine.

We hope you will take<sup>40</sup> this agreement under consideration and let us know within a very short time if you will enter into<sup>60</sup> a contract with us on the foregoing terms.

Yours very truly, (72)

Mr. Oliver McIntosh  
2025 North Grove Street  
Wilmington, Delaware

Dear Sir:

On April<sup>20</sup> 13 we told you of the first-class inspection we expected to make of the electrical heating control<sup>40</sup> equipment on bread-baking ovens at Cleveland, Ohio and Chicago, Illinois.

The equipment at Cleveland<sup>60</sup> was found to be in good condition, although some of the control panels were noisy. Some little effort was<sup>80</sup> expended in correcting this difficulty. I regret that no inspections were made at the end of the year<sup>100</sup> as we had stipulated.

We have just completed a critical inspection of the various installations<sup>120</sup> in the states of Ohio and New York. We believe that with the proper attention on the part of the plant<sup>140</sup> electrician, there will be no need of our inspecting the equipment of the New York City plant or of the<sup>160</sup> Brooklyn plant.

I want, though, to assure you of our willingness at all times to assist your company or the plant<sup>180</sup> electrician in analyzing any trouble that might be discovered in the operation of their maintenance<sup>200</sup> department.

Very truly yours, (207)

John A. McAdams  
1700 State Street  
Syracuse, New York  
Dear Mr. McAdams:  
It is said<sup>20</sup> "See Naples and die," but we urge you

to see Oregon and the incomparable mountain scenery of the<sup>40</sup> Cascade National Forest if you would take renewed life and energy and never want to die!

We have some<sup>60</sup> excellent bargains in farms, city homes, or country estates. When you arrive here, make this office your headquarters, and<sup>80</sup> we will show you any real estate that you care to see in the heart of the Oregon Outdoors.

Yours very truly, (100)

### May Transcription Project

*(May papers, together with record charts reporting on all tests given your classes, should be submitted immediately after administering this test.)*

Dear Mr. Jones:

Now is the time to build!

This simple sentence may be an emphatic statement of fact, or it may<sup>40</sup> be an exclamation of impatience or surprise. Everyone knows that the Building Boom of 1936<sup>60</sup> became the Building Slump of 1937. Costs are up, wages are up, fears are up.<sup>80</sup> So now is the time to build. You may think this is a little mad, so we hasten to point out that while admittedly<sup>100</sup> the cost of building labor and materials climbed sharply in 1937 the cost of<sup>120</sup> building financing now is at its lowest point in recent economic history. The purchase of quality<sup>140</sup> is lower than it has ever been. Balance the ups and downs and you will find that the figures are all in the<sup>160</sup> home builder's favor today. This is not only true of costs, but of maintenance as well.

"It was true also a<sup>160</sup> year ago," you say, "and yet 1937 saw the building of new houses come to what approximates<sup>180</sup> a standstill. Twice burned four times shy!" you add. Nevertheless, we maintain that there are forces at work which make<sup>200</sup> this the most auspicious time to get your building plans on paper and transformed into four walls and a roof. For one<sup>220</sup> thing we are, as a nation, under-housed. I am not discussing "housing" in the sense that politicians are<sup>240</sup> discussing it in the newspapers. I am concerned only with the house that you and I live in. The problem is<sup>260</sup> becoming acute. The shortage is even now sending rents higher and

higher. More small homes will have to be built,<sup>280</sup> and this inevitably sends costs soaring just as it did a year ago. Only this time they may go higher!<sup>300</sup> That is why I repeat that now is the time to build.

Great pressure is being brought to bear upon the building<sup>280</sup> industry to make the construction of new houses easier for the home builder. But much of it favors mass<sup>240</sup> construction instead of the building of individual homes. If the building industry cannot sell its bathtubs,<sup>280</sup> concrete, lumber, and bricks to the private builder, it will certainly have to sell to agencies who set up and<sup>280</sup> finance "mass housing enterprises." And prices will rise with the increasing demand. It will cost you a lot more<sup>400</sup> to build later on.

Why not arrange now for the money to finance the home you have been wanting. You can do so<sup>420</sup> at 25 per cent of what it would have cost you a decade ago. And what is more important, the quality<sup>440</sup> of the house you can build now will be better. For 85 years we have been specializing in building houses<sup>460</sup> a little better and a little cheaper than anyone else, and we will build your home the way you want it<sup>480</sup> to be built. May we consult with you about it?

Very cordially yours, (493)

## A Scotch-Irish Lad Wins Through

**Dr. Gregg's own story of how he came to invent Gregg Shorthand, as he has told it when urged for reminiscences of the early days**

To begin at the very beginning, we should have to go to the little village of Rockcorry, County<sup>20</sup> Monaghan, when I was a child. My father had a friend named Annesley, who came to visit him over the week end,<sup>40</sup> and he took Mr. Annesley with him to church. Of course any stranger in that little church was the cynosure<sup>60</sup> of all eyes, but when this stranger began to make notes of the sermon (he was a shorthand writer, which was quite<sup>80</sup> unusual in those days), he caused something like consternation. The minister almost broke down during the sermon<sup>100</sup> and stuttered and stammered. After the services he rushed out and begged Mr. Annesley not to print the sermon<sup>120</sup> because he had taken it from Spurgeon or Talmadge, or some other great preacher of that time.

This incident made<sup>140</sup> such an impression on my father that he insisted that all his children should learn shorthand. Now I had the<sup>160</sup> misfortune to be the youngest child, and I had the further misfortune to have just ahead of me a very brilliant<sup>180</sup> brother and a still more brilliant sister. My sister took the first prize in every class she attended. My<sup>200</sup> brother took the first prize in the boy's school every year with one exception, when he got second place, which he said<sup>220</sup> was due to favoritism on the part of the master for the boy who came first.

They left their schools with brilliant<sup>240</sup> records, and then, four years later, I came along. I am sorry

to confess that my record in school was the exact<sup>260</sup> reverse of those of my brother and my sister. My normal position at school was the bottom of the class,<sup>280</sup> except on one occasion, when I got second place—second place from the bottom.

In justice to myself, I think<sup>300</sup> I ought to explain that the reason for the stupidity I manifested was that the first week I was in<sup>320</sup> school the headmaster caught me talking to another boy. We stood around in a semicircle, toeing brass nails,<sup>340</sup> as I remember it, and the master sat in the center. Well, the master went out of the room, and we boys began<sup>360</sup> to talk, as boys will. When he came back he found me talking to another boy and he grabbed our heads and banged them<sup>380</sup> together, and in doing that he burst the drum of my ear.

I knew from past experience that the old saying,<sup>400</sup> "Spare the rod and spoil the child," was a biblical injunction in our family. I knew, too, that any punishment<sup>420</sup> in school was supplemented vigorously at home, so I didn't tell them what had occurred. As a result<sup>440</sup> I failed to do anything all through school because I was not only suffering, but I could not hear very well.<sup>460</sup>

The disappointment of my family at my failure was very keen. In fact, I do not remember being<sup>480</sup> alluded to in the family circle by any name but "Poor John."

In only one thing had my brothers and<sup>500</sup> sisters failed, and that was in learning shorthand. They had succeeded in all the usual subjects, but had disappointed<sup>520</sup> my father in that. There were no prizes in shorthand, and it was not part of the regular curriculum<sup>540</sup> of study, which may have had something to do with it. Anyway, I determined to learn shorthand if it killed<sup>560</sup> me. I reasoned that if my brother and sister had failed to master the prevailing system at that time there was<sup>580</sup> no hope of my doing so, and I set out to find the smallest book published on shorthand. I found a little book<sup>600</sup> with just three plates of shorthand, an alphabet, and some abbreviations. I was able to master it, and then<sup>620</sup> shorthand had me in its grasp because I thought it fascinating. I studied various systems, until I knew<sup>640</sup> five systems by the time I was fifteen. I studied French and German systems in adaptations to English, as<sup>660</sup> well as several English systems. I was not wholly satisfied with any of them, and eventually<sup>680</sup> I started to make a system for my own use, incorporating what I believed were natural and scientific<sup>700</sup> principles.

That was in the city of Glasgow, where I was employed in a law office. My employer<sup>720</sup> was a very convivial soul, who consumed large quantities of Scotland's favorite beverage. As a result<sup>740</sup> of this, he was absent from his office a great deal, and I owe much to that fact, as I was able to pursue<sup>760</sup> my hobby uninterrupted.

When I was twenty years of age, I decided that the system ought to<sup>780</sup> be given to the world, and I borrowed ten pounds from my brother and published it in a little pamphlet of<sup>800</sup> twenty-eight pages. There are only nine copies of that pamphlet known to be in this world today. Some time ago<sup>820</sup> I was

fortunate enough to purchase a very dilapidated copy for a hundred dollars. It is<sup>860</sup> called "Light-Line Phonography," first published in Liverpool in 1888, and a few sentences<sup>860</sup> from the preface may interest and perhaps amuse you. It starts: "A great and increasing demand for a simple,<sup>860</sup> rapid, and perfectly legible phonetic handwriting for general use has led to the invention of<sup>860</sup> 'Light-Line Phonography' (that is what I called it at first), which is the outcome of years devoted to study and<sup>920</sup> research. (Writing at the age of nineteen, I thought I had spent a lot of time on it.) The system is based on<sup>940</sup> natural physiological laws (I was rather proud of that expression, being young and Irish), and the<sup>960</sup> characters have been assigned to the various sounds after long and careful experiment. Its main features may be<sup>980</sup> briefly summarized. (I will give only the headings of the paragraphs.) The total absence of shading or<sup>1000</sup> thickening of characters; the characters are based on the elements of ordinary longhand and are written<sup>1020</sup> in a uniform direction; insertion of the vowels as they occur in the natural order in the<sup>1040</sup> outline; absence of position writing; predominance of curve-motion; consonantal blendings; individuality<sup>1060</sup> of form." Then I concluded: "In conclusion, the endeavor of the author has been to compile<sup>1080</sup> a system so simple as to be readily acquired by the humblest capacity and those possessed of<sup>1100</sup> little leisure and yet rapid enough to report verbatim the fastest oratory. In presenting his<sup>1120</sup> work to the public, he asks for nothing beyond an impartial investigation, and with perfect confidence<sup>1140</sup> awaits the result."

It is quite true that I awaited with confidence the result; indeed, I thought that before<sup>1160</sup> ten years had elapsed the whole world would be writing it. I have never had such confidence in the world since!

(1179)

*(How the system was introduced in America will be told next month)*

## Louisiana Strawberries

### About the World's Greatest Berry Market

By T. JAY SEALE

Route Agent of the Railway Express Agency

Of all the strawberry selling cities and towns on all the earth, Hammond, Louisiana, enjoys the distinction<sup>80</sup> and reputation of being the *leader* in every sense of the word.

From a humble beginning, forty<sup>40</sup> or more years ago, when local shipments moved in crude crates from Hammond, the gigantic industry has developed<sup>60</sup> and expanded until today solid trainloads of the luscious Louisiana strawberries are sold to<sup>80</sup> eager buyers night after night during the berry season and rushed by lightning express to points throughout the<sup>100</sup> continent from the Atlantic to the Pacific, and from the snow-clad heights of Canada to the balmy waters<sup>120</sup> of the Mexican Gulf.

During February and early March down in strawberry land it is mulching time and<sup>140</sup> pine straw or needles at this season brings a premium price. This is a most interesting phase of the berry<sup>160</sup> production, since the Louisiana Strawberry, "Queen of Luscious Fruits," must be properly protected from the<sup>180</sup> elements to keep the maturing fruit clean, bright, and warm. The straw is carefully placed by hand beneath the berry<sup>200</sup> plants to insure the greatest protection.

Early in December farmers begin to rake the straw by horse- or<sup>220</sup> mule-drawn rake and shortly thereafter on through the mulching season there is to be seen throughout the entire strawberry<sup>240</sup> section slow-moving, horse-drawn and motor-drawn relics of yesteryear with temporary wire racks piled high with<sup>260</sup> the crisp, brown pine straw that must be used to protect the plants and insure the production of strawberries.

The farmers<sup>280</sup> or farm hands begin their task before sunrise and on through the day until after dusk they gather the straw and on<sup>300</sup> top of each wagon, cart, truck, or most any kind of a horse- or motor-drawn vehicle can be seen an old man<sup>320</sup> or little boy too old or too young to carry on the hard task of raking or mulching but able to do their<sup>340</sup> part of the labor by driving the truck or guiding the horse or mule between the pine woods and the strawberry patch<sup>360</sup> or large field.

Landowners are able to make enough money from the sale of straw to pay their taxes. Generally<sup>380</sup> land owners estimate the size of a pine forest or thicket and sell the straw by plot.

The mulching of<sup>400</sup> strawberries is a long drawn out affair. First the rows upon which they grow must be scraped of all winter or water grass<sup>420</sup> and stubble weed removed.

As the straw reaches the strawberry field, it is unloaded along the fence row or the<sup>440</sup> head lands, this being the strip of land generally next to the fence or property line, or it might be unloaded<sup>460</sup> next to the roadway through the field used for traveling to and from the field. Here the straw is piled high and will not<sup>480</sup> scatter so it will be nearby when required.

The actual mulching is simple. Workers (number employed depends<sup>500</sup> on size of field) go down row by row with large sacks of straw over their shoulders or possibly dragging a sledge-like<sup>520</sup> rack loaded with straw, spreading the straw as they go from two to three inches thick over the plants. Closely following<sup>540</sup> walk their helpers—old men, young boys, women and girls—carrying pointed broomsticks or the like. With these they uncover<sup>560</sup> the plants and push some of the straw around the crown of the plant. In extremely cold weather the straw protects the crown<sup>580</sup> of the young plant from freezing cold, the straw creating a certain amount of heat caused by the decomposition<sup>600</sup> of the straw. As March comes the strawberry bloom makes its appearance, in fact the white blossoms literally cover<sup>620</sup> the brown crisp straw and after only a few days we find the blossoms have changed into berries

that must be protected<sup>640</sup> from the earth and damaging rains or probable hail until they are full-grown and ripe. We find our pine straw making<sup>660</sup> a splendid bed for the berries during the time they are developing and ripening.

When the strawberry<sup>680</sup> crop is completely harvested, all of the pine straw is raked off the field and burned.

Because of the high perishability<sup>700</sup> of the strawberry and the widespread demand in consuming centers, the fruit moves almost exclusively<sup>720</sup> in express refrigerator service.

Auctions are held in the evening after most of the loading is<sup>740</sup> completed and many of the cars are on their way north.

After the auctions, consignment orders are wired ahead for<sup>760</sup> each car to Mattoon, Illinois, before the trains arrive.

During the average season, Louisiana berries<sup>780</sup> in express carload lots reach over 150 cities in 37 states, as well as Provinces<sup>800</sup> in Canada. (804)—From "The Express Messenger," issued by the Railway Express Agency.

## Keep Up Front

If you can't keep enthusiastic about your work, it's time to get alarmed. Something is wrong.

Compete with yourself;<sup>80</sup> set your teeth and dive into the job of breaking your own record.

No man keeps up his enthusiasm<sup>80</sup> automatically.

Enthusiasm must be nourished with new actions, new aspirations, new efforts, new visions.<sup>80</sup>

It is one's own fault if his enthusiasm is gone; he has failed to feed it.

And right there is the big reason<sup>80</sup> why thousands of men hit high water marks at thirty-five and then recede. They get where they can "Do their work with their<sup>100</sup> eyes shut." And that is the way they do it.

They have lost the driving power of enthusiasm.

They sleep at the switch,<sup>120</sup> they get into the rut of doing things the way they have done them for years. They have lost their vision for new ways and<sup>140</sup> new things.

Don't lose your enthusiasm. Beat yourself at your own game. Don't be caught asleep at the switch.

Keep at the<sup>160</sup> head of the procession. If you feel yourself slipping, get right.

Renew your enthusiasm. (176)

## Before the Cars Start "Rolling"

### Traffic Department Letters About Moving the Strawberry Crop

Gentlemen:

In accordance with an agreement reached at the conference at Hammond two weeks ago, arrangements<sup>80</sup> are being made to handle the strawberry deal this year under the same general plan of opera-

tion as was used<sup>40</sup> last season. However, the train service will be materially improved. Special trains will be operated<sup>60</sup> to leave the field as soon as sufficient cars have been loaded and pre-cooled. The work of handling diversions will be<sup>80</sup> centered at Mattoon, Illinois, as formerly.

You understand, of course, that the same selling conditions will prevail.<sup>100</sup> These cars will all be sold "rolling," that is to say, the auctions will be held in some cases after the cars have<sup>120</sup> left Hammond.

The prospects this year are exceptionally good. There is an increase in acreage, and every<sup>140</sup> indication of a very good crop. In fact, we are hopeful that it will reach four thousand cars in this district<sup>160</sup> alone.

When all the operating details are worked out I will write you again.

Very truly yours, (178)

Dear Mr. Jones:

I was glad to have your letter of January 17, reporting that all the Series<sup>30</sup> 200 cars have been put through the shops for repairs and painting, and that the insulation has been increased.<sup>40</sup> Arrangements are being made to take care of the initial icing of these cars, and they will be re-iced at the regular<sup>60</sup> icing-stations used last year.

You will note that Rule 26 of the accompanying Supplement No.<sup>80</sup> 5 to our Classification, which relates to reconsignments, provides the diversion priv-

## SUMMER IN CALIFORNIA

Fit yourself for advancement by attending WOODBURY Summer Session. Take training under teachers who have won the highest laurels of any faculty in America. All commercial subjects, including Functional Shorthand, under Eleanor Skimin, National authority; also Art, Costume Design and Interior Decoration.

Delightful summer climate. Classes in our magnificent new building. Sight-seeing trips and recreational opportunities.

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New York City  
282 Nat'l Press Bldg.  
Washington, D. C.

ileges that the<sup>100</sup> shippers have been asking for and should enable them to reach some of the smaller markets which were impracticable<sup>120</sup> for them to use before.

We are hopeful that we can have the cars loaded and ready to leave the field for the<sup>140</sup> first train departing at about 7.30, the others to follow hourly. We will do everything<sup>160</sup> in our power to facilitate prompt loading and departure.

Yours very truly, (175)

### The Square Peg

By DOROTHY COTTRELL

Reprinted from "Hearst's International-Cosmopolitan" for April, 1933, by special permission of author and publishers

#### Part III

After long thought, Tim made his way to the harness room, and remained there all day. He was flushed with unwonted excitement<sup>2540</sup> when his father came in that night, but he said nothing about its cause. To Big Bill's question: "What you been doing,<sup>2660</sup> son?" he answered: "Makin' somepin."

A week later, as Big Bill and the men were sitting down to wait for supper, they<sup>2680</sup> heard Tim's shrill voice calling: "Look here! Look at this!"

They looked, and from the box suckers by the dog yard came a strange procession.<sup>2690</sup> Bulla, huge, woolly, and wagging, and wearing a rather peculiar harness, was drawing Tim in the little<sup>2720</sup> cart. Tim held a small whip, and his face was rosy and moist with excitement.

"Stop!" he said, and Bulla stopped. "Go!" and the<sup>2840</sup> dog went forward. "Left!" and Bulla came skillfully round to the left. "Right!" and he obeyed.

His whole heart was obviously<sup>2860</sup> in it. His tail was wagging with the pride of a dog who has his work and is doing it well. He was proud of<sup>2880</sup> his job and he studied it, being careful not to start with a jerk, or to turn so short that he upset the carriage.<sup>2900</sup>

"Faster!" cried Tim, and they galloped round the oval before the huts. "Now, is he any use?" cried Tim. "Now can I<sup>2920</sup> keep him? Look how he

pulls me! Now I can go to the yards myself! Now I can go anywhere in the world, myself!"<sup>2740</sup>

Bulla's tail wagged and wagged; he was pulling the heavy little cart eagerly and delightedly. There was a new<sup>2760</sup> dignity about him. When one of the other dogs threatened to get in the way, Bulla cast him off with the savage<sup>2780</sup> snarl of one who cannot be interrupted.

"You win!" said Big Bill, slowly smiling. Then he slapped his thigh. "Now I<sup>2800</sup> remember where I seen a picture like him! He's one of them dogs they take to the Pole to pull the sledges!" Turning<sup>2820</sup> to the station butcher, he said: "See he gets a bit extra liver from now on!"

The square peg had found its hole.

The<sup>2840</sup> big week of the year had come now—Show Week at Wilson's Siding. Upon the day of general departure for the<sup>2860</sup> big event Big Bill had been busy with a couple of horses he was entering. He had therefore consigned his<sup>2880</sup> son to the care of the station cook, and had seen him drive away on the back of a wagonette packed with festively<sup>2900</sup> attired stockmen. During the next days he was so busy that he scarcely saw him at all.

The show ground lay some<sup>2920</sup> distance from the main street of Wilson's Siding—which main street was composed of three hotels, one store, and fifteen galvanized-<sup>2940</sup>iron houses. All year, except in Show Week, the "ring" and grand stand stood deserted in the middle of the burr<sup>2960</sup>-patched Common, but about it now there had sprung up quite a city of tents and haphazard iron sheds. Lottery<sup>2980</sup> wheels turned; side shows were ballyhooed; crowds pushed down heat-shimmering, canvas-walled alleys. A great circle of automobiles<sup>3000</sup> and wagonettes and bullock teams embraced the whole.

Everyone was there. Gray-haired station owners, possessors of<sup>3020</sup> thirty-thousand or a hundred thousand sheep, but for the most part driving old carts held together with bracings of<sup>3040</sup> wire. Young shearers in all the splendor of new models. Dainty ladies in neat black habits riding upon gleaming<sup>3060</sup> stallions.

A continuous babble of sound and laughter rose to the deep blue sky. Dust churned up. It was one of the<sup>3080</sup> great days of the West.

Big Bill supervised Ladies' Hurdle Races and Grand Parades of disgusted Hereford bulls and<sup>3100</sup> short-legged, rebellious pigs. He pacified infuriated farmers who declared that their beasts had not been<sup>3120</sup> correctly weighed. He went out himself for a neck-risking contest with a thousand-pound steer.

But through it all he thought with<sup>3140</sup> the old sharp pain of the Boys' Events: of little boys thundering in, lying along the necks of ponies; of little<sup>3160</sup> boys gaspingly steering great bony nags in the driving contests, their arms almost pulled from their sockets as they<sup>3180</sup> swung round the pegs of the Maze, while their eyes shone with a hero's pride.

The other officials had sometimes said "It's queer,<sup>3200</sup> when Bill is so keen on everything else, he doesn't take more interest in the kid's events!"

The truth was, he<sup>3220</sup> took too much. All through

the show he was afraid of having to watch Tim's little white face in the stand while the other<sup>8240</sup> children came dashing in to glory.

There were many children's prizes this year, with a covering grand prize for the<sup>8260</sup> best individual performance by boy and animal in the show. Old Judge Heath was giving it himself.

When<sup>8280</sup> the contests opened with the Boys' Bareback Race, Big Bill looked for Tim, and could not see him in the stands, and was troubled<sup>8300</sup> by his absence. But he could not go to find him.

The events crowded upon him. Little boys clinging to the reins,<sup>8290</sup> struggling not to miss too many turns; little boys swirling and yelling in the dust of frightened cattle.

The last event<sup>8360</sup> was the drive through the Maze. Little boys in smart sulkies came out with their high-stepping horses and went twirling and<sup>8380</sup> swinging grandly round the tortuous course.

Big Bill thought: "He's crept off by himself." And then there was a sudden silence,<sup>8380</sup> and he looked down the course.

Out from the starting gate came a strange equipage. A brilliantly painted wooden-wheeled cart<sup>8400</sup> with a flushed, proud little boy in it, drawn by a great white dog who was supposed to have been left at home. Big Bill hands<sup>8420</sup> clenched into fists.

"God," he prayed, "don't let them laugh!" He shut his eyes.

But he need not have been alarmed. The crowd burst into<sup>8440</sup> rousing cheering. Everyone in the West knew Tim, and in addition there was real beauty about the great snowy<sup>8460</sup> dog, pulling his burden so proudly. Without reins, guided wholly by word of mouth, he came swiftly and proudly<sup>8480</sup> down the course, galloping, white and woolly, but never missing the most intricate turn. Proud, obedient, and large.<sup>8500</sup>

People rose from their seats and cheered. Stock whips cracked, but Bulla took no notice. Bounding low, with tonguing mouth and happy<sup>8520</sup> tail, he came round the course, never missing a turn and ending up with a twirl before the Judge's Box. Having done<sup>8540</sup> which, he sat down firmly, unmindful of the din of applause, giving modest twiddles of his tail to say that he<sup>8560</sup> hoped he had done well.

Old Judge Heath stepped forward. "Ladies and Gentlemen," he said in his deep voice, "the committee has<sup>8580</sup> seen so many fine performances that it was hesitating as to the one deserving of the highest award!<sup>8600</sup> We have just seen so superb a demonstration of skill that we can no longer hesitate. To Tim and Bulla,<sup>8620</sup> I take pleasure in presenting the Silver Cup for the best exhibition of driving skill, and in addition<sup>8640</sup> the Grand Prize for the best performance by boy and animal in the show!"

He held up the cup and a magnificent<sup>8660</sup> silver-mounted, engraved red-leather saddle and bridle.

For a minute the watching man had a pitch of<sup>8680</sup> fear over saddle and bridle. But the Judge had been a better judge of his boy. Tim clasped them to his breast and his<sup>8700</sup> face seemed to shine with an inner light of incredulous bliss.

Then men stormed in, cheering, to carry Tim shoulder-high<sup>8720</sup> around the course. Unnoticed, Big Bill knelt beside Bulla and pressed his face for a moment against the big dog's woolly<sup>8740</sup> shoulder. (3741).

## By Wits and Wags

### Circle Tour

Teacher: Some fish travel great distances. Can anyone give me an instance?

Scholar: Yes, sir. A gold fish. It travels<sup>20</sup> round the globe every day. (26)

### "Etiquette"

Boss: Yes, I want an office boy. Do you smoke?

Boy: No, thank you, sir. But I don't mind having an ice-cream cone. (13)

### Early or Late

A salesman who had been traveling on a certain railroad for a number of years was complaining about the<sup>20</sup> trains always being late when, to his surprise, the train came in on time.

He immediately went to the conductor<sup>40</sup> and said: "Here's a cigar. I want to congratulate you. I have traveled on this road for fifteen years and this<sup>60</sup> is the first time I ever caught a train on time."

"Keep the cigar," said the conductor, "this is yesterday's train." (79)

### From Past Experience

Bill: Think of the future.

Jack: I can't; it's my girl's birthday and I must think of the present. (16)

### The Stay-at-Home

Doctor: I would recommend Colorado Springs for your insomnia.

Patient: Very well, Doctor, I will have some<sup>20</sup> put in my bed at once. (24)

### A Pied Transcript

"See here," said the angry visitor to the reporter, "what do you mean by inserting the derisive expression<sup>20</sup> 'Apple sauce' in parentheses in my speech?"

"'Apple sauce'? Great Scott, man, I wrote 'Applause.' " (36)

## MODERN BUSINESS EDUCATION

A Magazine for Busy Business Teachers

Published Quarterly by

SOUTHERN BUSINESS EDUCATION  
ASSOCIATION

Subscription \$1 a year. Extra copies free  
to current subscribers.

A. J. LAWRENCE, Editor

UNIVERSITY OF KENTUCKY  
Lexington Kentucky

# THE BUSINESS EDUCATION WORLD



**WALTER F. DEXTER**

*An Adequate Business Education*

**JUNE, 1938**

# RETAILING

PRINCIPLES AND PRACTICES OF RETAIL  
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Sufficiently comprehensive in scope to give the student a general overview of retail store operation in all its important phases. The problems of both large and small stores have been considered. Interwoven with the study of marketing structure, merchandising, and specific retail store problems is a continued development of the basic philosophy underlying all successful retail selling.

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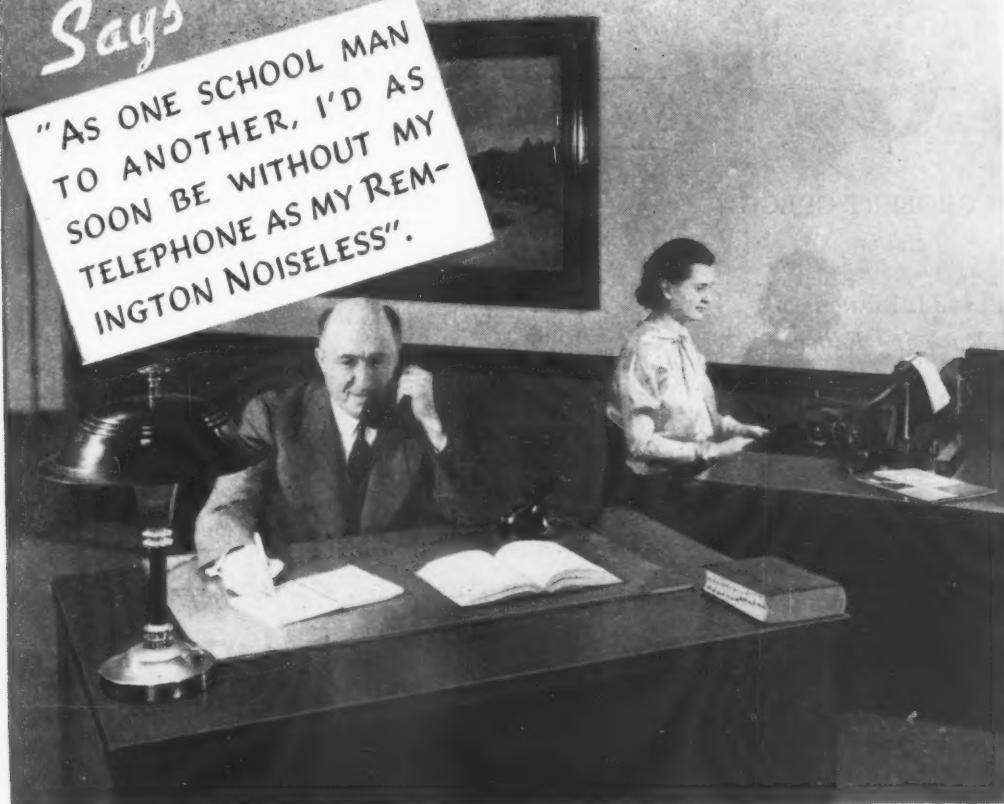
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270 MADISON AVENUE, NEW YORK

VOL. XVIII

JUNE, 1938

NO. 10

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THE BUSINESS EDUCATION WORLD is published monthly (except July and August) by The Gregg Publishing Company, John Robert Gregg, President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager, 270 Madison Avenue, New York, New York; Boston Office, Statler Building, Boston, Massachusetts; Chicago Office, 2500 Prairie Avenue, Chicago, Illinois; San Francisco Office, Phelan Building, San Francisco, California; Canadian Office, 1200 Bay Street, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Australian Office, The Gregg Publishing Company (Aust.), Remington House, Liverpool Street, Sydney, New South Wales; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U. S. A. Member ABC.

Subscription rates: One dollar a year; ten cents a copy, in the United States. \$1.25 a year to Canada. \$1.50 a year to all other foreign countries.

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Entered as second-class matter December 26, 1935, at the Post Office of New York, New York, under the Act of March 3, 1879.

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